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ABSTRACT

This guide is intended to assist local providers of Job Training Partnership Act (JTPA) youth employment training in responding to new Department of Labor reporting definitions calling for a sufficiently developed youth employment competency system. The first two sections discuss the concept of sufficiently developed systems in generic terms. Chapters 3 through 8 provide detailed discussions of each of the following items encompassed by the concept of a sufficiently developed competency system: youth employment competencies (descriptions of individual competencies, competency statements, employer involvement, and foundation competencies); assessment and evaluation (approaches, major concerns, and selection); employability development plans; curricula, training modules, and behavior modification approaches (concept, practice, abstracts); certification; and documentation (constructing, recording, and reporting). Chapter 9 covers monitoring and capacity building as supplemental aspects of a sufficiently developed system. The 10th chapter deals with accountability points and reviews the causes of variations in youth employment competency systems. Chapters 11 through 13 examine preemployment/work maturity, basic education, and job-specific skills in terms of implementation strategies, measurement alternatives, appropriate components, and means of acknowledging achievement. The final 400 pages consist of appendix materials for the chapters 2 through 13, including such items as youth employment competencies that have been delineated by various states, sample forms, lists of objectives, program descriptions, competency statements, learning activities, and lesson plans from various JTPA programs throughout the country. (MN)

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A SYSTEMS APPROACH
TO
YOUTH EMPLOYMENT COMPETENCIES

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by

Rick Spill
National Alliance of Business

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Executive Summary

The U.S. Department of Labor has a new definition of "attained PIC-recognized youth employment competencies" which is used for reporting. It delineates the three major competency areas: pre-employment/work maturity, basic education, and job specific skills. It also specifies that youth employment competencies must be achieved through participation in sufficiently developed systems.

The structural and procedural elements required for an SDA's youth employment competency system to be considered sufficiently developed are:

- PIC-recognized competency statements that are employment-related, quantifiable, measurable, verifiable, and offer proof of gain as a result of program participation;
- assessment of participant need at the start of the program;
- employability development/individual education plans which use assessment results in assigning enrollees to the right learning activities at the appropriate sites;
- focused curricula, training modules, or behavior modification approaches which teach the employment competencies in which youth are found to be deficient;
- evaluation of participant achievement at the end of the program;
- certification of youth employment competency attainment in the form of certificates to clients; and
- documentation of intra-program learning gains achieved by young people through internal maintenance of enrollee files and external reporting of competency-based outcomes.

Competency statements need to contain the following three items: 1) the skill, knowledge, attitude, or behavior to be taught; 2) the level of achievement or benchmark to be attained; and, 3) the means of measurement to be used to determine accomplishment of the required proficiency. Measurement conducted needs to be valid,

reliable, and free of bias. Employability development plans (EDPs) are contracts between the program and participants. They facilitate course and component selection. No positive terminations for the attainment of youth employment competencies will be accepted if need is not established through the EDP. Each young person gets a copy of his/her EDP; with the original kept in the file. Employability development planning needs to commence as soon as possible (e.g., within fifteen working days) after enrollment. EDPs need to be reviewed at least once every three months. All competency-based activities, services, curricula, and modules need to be abstracted to show what is being taught to whom, by whom, how, when, where, and why.

Monitoring and capacity building are essential - but not required - ingredients for effective and efficient youth employment competency systems.

Positive terminations can be taken for youth that demonstrate proficiency in one or more of the three competency areas. Localities must determine what constitutes a positive termination for the attainment of PIC-recognized youth employment competencies in pre-employment/work maturity, basic education, or job specific skills. Pre-employment/work maturity competency criteria generally apply across the board. There are at least seven options identified to date by which basic education competencies have been constituted. Six separate strategies are available for use in the area of job specific skills.

Competency variations sometimes occur in relation to client characteristics, program modalities, project operation, and desired results. They encompass gradations, in which competencies are taught by tiers, e.g., beginning, intermediate, and advanced. These different levels may entail multiple exit points for competency attainment. Differences are also caused by configuration of the service delivery system. Regardless of the nature of the strategies used or the variations encountered, the requirements of a sufficiently developed system must be met in all cases.

Foreword

This document was prepared by the National Alliance of Business for the United States Department of Labor/Employment and Training Administration under a contract with Technical Assistance and Training Corporation. It was written by Rick Spill of the National Alliance of Business.

The purpose of this monograph is to provide guidance in developing local systems which respond to the new Department of Labor reporting definition calling for a sufficiently developed youth employment competency system. These elements will need to be present in order for a locality to report and get credit for positive terminations as a result of participant attainment of PIC-recognized youth employment competencies. Systems Approach also discusses different structural and procedural alternatives for use in the three competency areas: pre-employment/work maturity, basic education, and job specific skills. A great range of existing, practical resources, forms, and formats are included for local and state adoption or adaptation. Anything labeled "figure" was developed in preparation for this undertaking. Materials designated as "display" came from external sources.

A number of people were instrumental in the evolution of this document and their efforts are gratefully acknowledged, as follows:

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1. Introduction

The Job Training Partnership Act (JTPA) incorporates performance standards which reflect the accomplishment of overall program purposes. Sections 106 (b)(2)(A) of the Act and 20 CFR 629.46(a) enable the attainment of employment competencies recognized by private industry councils (PICs) to be part of the performance standards framework for all participants age 21 and under. Young people and youth-serving projects may thereby receive credit for marketable skills acquired between intake and termination. This promotes accountability, justification of expenditures, determination of cost effectiveness, and evaluation of intra-program enrollee gains and post-program results.

Under the competencies concept, employers are defining private sector needs concerning worker skills and characteristics, are reducing their screening and training costs, and are being assured of better prepared employees. Enrollees get recognition for progress made within a project, gain capacities relevant to employer demands, job requirements, and entry level qualifications, and increase their access to the primary labor market, post-secondary education, further training, or military service. Program performance is improved through a concentration on participants' attainment of clearly delineated learning objectives.

Youth employment competencies are often a major facilitative tool in achieving collaboration and linkage building between educational institutions and employment and training agencies. Such coordination and cooperation enhance articulation of goals and better enables young people to move between education and employment and training.

Planning and instituting a competency system provides a forum for communication between employers, organized labor officials, government and legislative leaders, educators and vocational training administrators, and practitioners in youth employment and training. There is a growing — but by no means universal — commonality of purpose acceptable to and understood by those who teach young people, those who train them, and those who hire them, as well as the youth themselves.

There are three major youth employment competency areas: pre-employment/work maturity, basic education, and job specific skills. Learning objectives are expressed through competency statements that specify the skills, knowledge, attitudes or behavior to be demonstrated, the level of proficiency required, and the means of determining the acquisition of such capabilities.

Achievement of competencies recognized by the PIC has been utilized as a factor for evaluating the performance of youth programs since October 1983. It was then that the Department of Labor's (DOL) Employment and Training Administration (ETA) issued ETA Field MEMO 76-83, change 1, dated 10/7/83. This issuance permitted service delivery areas (SDAs) to count as positive terminations, for purposes of calculating the positive termination rate and cost per positive termination, those youth who terminate from JTPA programs and meet the competency requirements set by the local PIC.

Competencies were not widely used during the JTPA transition year. However, according to formal and informal nationwide surveys conducted by a number of government agencies and public interest groups, more than 400 SDAs are now using youth employment competencies in their Title II-A programs for young people. Most of the service delivery areas with competencies in place have a focus on pre-employment/work maturity, while an estimated 40 percent of them measure basic education progress and 20 percent determine gains in job specific skills.

One factor that proved invaluable in the evolution of youth employment competencies across the country was the technical assistance guide (TAG): An Introduction to Competency-Based Employment and Training Programming for Youth Under the Job Training Partnership Act, prepared by Brandeis University under contract to ETA. It provided a foundation from which to move forward. Today, the concept of competencies is no longer new nor largely untried. It is, however, a part of employment and training in which much room for improvement exists.

Youth employment competencies is a complex topic, meaning different things to too many different people. While operational variations allow for meeting particular circumstances in a certain locality, the lack of a common conceptual and structural framework across SDAs does little to promote overall credibility and legitimacy. The question most often asked by those seeking to establish a system to develop and document the acquisition of youth competencies is, "What is required?" There seems to be general consensus that some type of a nationally-defined framework should be developed to set forth comparable processes through which SDAs could operate, as long as flexibility exists for adapting the system to meet local needs. This observation is founded on the experience gained from well over one hundred training sessions conducted during the past thirty months, plus numerous site visits. These activities were carried out in personal contact with individuals from over four hundred service delivery areas.

This monograph — A Systems Approach to Youth Employment Competencies — covers the body of knowledge and experience developed since the publication of the earlier TAG, using present principles and practices to create a base for future ventures. This is done by concentrating on three primary themes.

First, Systems Approach explains ETA requirements for a sufficiently developed youth employment competency system. The requisite elements of such a system define only structural and procedural items and leave substantive, contextual, and sequential considerations solely within local control, as intended by JTPA. These elements are directly related to the new ETA definition used for reporting the attainment of PIC-recognized youth employment competencies. Chapter 2 discusses sufficiently developed systems generically. Chapters 3 through 8 cover each of the different systemic items in detail. Chapter 9 covers monitoring and capacity building as supplemental aspects of a sufficently developed system.

Second, Systems Approach addresses those pivotal decisions that determine what constitutes a positive termination for the attainment of youth employment competencies. The monograph also reviews the causes of variations in youth employment competency systems. Chapter 10 covers these topics.

Third, Systems Approach examines each of the three youth employment competency areas in terms of implementation strategies, measurement alternatives, appropriate components, and means of acknowledging achievement. While these four topics have been covered generally in Chapters 2 through 8, Chapters 11, 12, and 13 delineate specifically how they relate to the three competency areas. This segment of the monograph is important because attention needs to be called to the options available for utilizing youth employment competencies in basic education and job-specific skills.

This monograph is not a "cookbook" or a "how-to" guide. Rather, it discusses themes and constructs and explains what has to be done, without providing detailed step-by-step directions for doing it. Given the wide range of quality and sophistication presently operative, the intention herein is to take a middle-of-the-road approach. The emphasis is to build upon what already exists and to try to make it better, stressing the practical — what works in the real world — over the theoretical. A great many examples are included in the text to reinforce the ideas presented. Additional material can be found in the appendices. All of these exhibits were included because they can be used today. In that spirit, Systems Approach is intended for those who labor now, and dedicated to those who have gone before.

2. Overview: The Elements of a Sufficiently Developed Youth Employment Competency System

According to the Preamble to the PY 1984 standards, the state neither approves youth employment competency systems nor the competencies recognized by the PIC. These are local decisions, as are judgments about whom to serve and how to serve them. Presently, this encompasses the number of competency areas to be mastered in order to qualify for a competency-related positive termination, the number of competencies to be certified in a major competency area, the number of indicators required at a particular level of achievement to be certified in a competency subset, and the instrumentation techniques used to measure achievement. Service delivery areas cannot be forced to identify and establish competency statements for all of the possible areas. Some places prefer to start slowly and take on more complexity later in order to set a firm foundation for their systems, with the rationale that the important thing, locally, is to start.

Even though states do not "approve" local systems, they do have certain responsibilities related to them. The inclusion of young people attaining youth employment competencies in the establishment and subsequent measurement of the two positive termination youth performance standards is permissible if the state determines (a) that a locality has a youth competency system in place, and (b) that the PIC has recognized these youth employment competencies. If it is decided that an SDA's youth competency system has not been sufficiently developed to accurately measure participant achievement and reflect enrollee acquisition of competencies, and enable the PIC to recognize such competencies, the governor may modify the performance standards accordingly.

At the local level, motivation to start competency-based programs has several sources. Many localities get their impetus from the potential for improvement in positive termination rates and costs, while others are driven by the possibility of fiscal incentive awards. Some jurisdictions are propelled by the desire to better equip young people to move into jobs, further education and training, or military service.

In many cases, service delivery areas go through an informed, thoughtful, and thorough process to draft and institute a competency-based system that meets local labor market needs and conditions. This often cements the ownership felt by employers and educators, which evolves over a period of time through investment of their energy and effort. These SDAs approach developing youth employment competency systems by including: (a) one, two, or all three of the major competency areas; (b) an up-front assessment process to determine participant intra-program needs; (c) available training activities and related intervention strategies; and (d) a post program evaluation process to ascertain that a youth has attained the competencies specified for him/her.

Many states have introduced policies that describe the features a local youth employment competency system must have to be considered sufficiently developed. Items covered in these issuances — in varying degrees of frequency — encompass: competencies, PIC recognition, assessment, employability development planning, curricula, interval progress checking, evaluation, certification, and documentation. The policies included in the appendix (Arkansas, Georgia, New Jersey, North Carolina, California) are among the most comprehensive in place. Yet a review of even these documents shows the present diversity in defining "sufficiently developed systems".

It has been important to accommodate the often conflicting requirements of (a) local flexibility and operational control, and (b) state oversight responsibilities. The degree of difficulty with such a balancing act is increased by the wide latitude permitted localities and the range of variations to be found — even within a state.

Certainly there will always be differences. But now, with the emergence of youth employment competencies as a pivotal item in reporting program results and calculating performance standards outcomes, there is a necessity for national consistency, comparability, and systemic integrity. This could be effected by identifying and utilizing a reference point and common thread that relates in a similar fashion to youth employment competency systems across the country.

The most practical way to reach such a **common denominator effect** is through procedural rather than substantive means, thereby avoiding intrusion on state/local decision-making prerogatives. Defining the requirements for a sufficiently developed youth employment competency system outlines the processes which must be followed, without abrogating local decisions as to systemic content. States are not told how to conduct their review functions but are given a framework against which to perform them. In this spirit, there is now clear guidance from DOL as to the necessary requisites for a system to be considered sufficiently developed.

The structural and procedural elements of a sufficiently developed youth employment competency system are:

1. PIC-recognized competency statements that are employment-related, quantifiable, measurable, verifiable, and offer proof of gain as a result of program participation. (Chapter 3)

2. Assessment of participant need at the start of the program. (Chapter 4)

3. Employability development/individual education plans which document assessment results and assignment of enrollees to the right learning activities at the appropriate sites. (Chapter 5)

4. Focused curricula, training modules, or behavior modification approaches which teach the employment competencies in which youth are found to be deficient. (Chapter 6)

5 Evaluation of participant achievement at the end of the program. (Chapter 4)

6. Certification of youth employment competency attainment in the form of certificates to clients. (Chapter 7)

7. Documentation of intra-program learning gains achieved by young people through internal maintenance of enrollee files and external reporting of competency-based outcomes. (Chapter 8)

These requirements relate to the ETA definition of "attained PIC-recognized youth employment competencies" used for reporting:

> "The total number of youth who, at termination, have demonstrated proficiency in one or more of the following three skill areas in which the terminee was deficient at enrollment: pre-employment/work maturity, basic education, or job specific skills. Competency gains must be achieved through program participation and be tracked through sufficiently developed systems that must include: quantifiable learning objectives, related curricula/training modules, pre and post assessment, employability planning, documentation, and certification."

The requirements do not change operative roles and responsibilities for state and local staff. The state perspective entails facilitating capacities, but not assuming responsiblity, for designing and implementing competency-based procedures. Those at the local level are charged with developing substantive approaches and making them work at the point of client contact.

The **governance structure** remains the same. The state issues policy directives, monitors for compliance, and reviews results. SDAs, which can be more stringent with vendors than the state, are responsible for assuring that contractors are prepared to comply with the requisites of a sufficiently developed system. Localities are using request for proposal formats and performance-based contracts to establish operational parameters against which adherence to systemic requirements can be checked.

In formulating and instituting youth employment competency systems, SDAs are faced with getting one, some, or all of the elements needed by purchasing commercial packages, borrowing already existing materials from the public domain, developing their own, or some combination of the three. Regardless of the strategy, localities must decide upon:

- appropriate competencies
- the means to determine — at program entry — the capacities of young people with respect to these standards
- the method for diagnosing participant needs and prescribing a treatment plan
- the content and sequencing of program services to enable enrollees to accomplish their learning objectives
- techniques for conducting interval progress checks and determining gains made by young people at the end of the program
- the format which best signifies participant achievement and serves as a marketing tool for attaining desired post program objectives, and
- items which adequately fulfill recordkeeping requirements when kept as part of a youth's permanent record.

When approaching such decisions, those at the local level should posit several questions for each element. What, for example, will be measured/taught/acknowledged? Why? How will it be done? For whom? By whom? When? Where?

There are **some caveats** to heed when accessing externally formulated resources (purchased or no-cost) and adopting them as is or adapting them. The materials should be compatible with program goals, participant characteristics, and desired outcomes. They should not be too rigid. They should fit the expertise and experience of existing staff. There are a number of resources — to be discussed in later chapters — which can serve quite well to avoid reinvention of the wheel.

SDAs should build on what exists as much as possible — a prime practical consideration in undertaking competencies. Quite often a program has been running a competency-based effort without knowing it. In such cases, all it may take to put things together are a few minor adjustments, such as carefully incorporating prudently placed forms and formats.

Those who choose to develop their own must be prepared to delve into the technical process of writing competency statements, designing and testing out measurement instruments, preparing and validating instructional modalities, and devising filing and recording procedures.

All of the elements of a competency-based system are — in effect — interactive and interdependent. The nature of the competencies selected directly influences the activities offered, the types of assessment/evaluation employed, and the means of acknowledging achievement used. Conversely, for a program certificate to be accepted in the labor market, it should be founded upon similar standards, comparable measurement practices, and related teaching approaches.

Although there is a discussion later on about legitimate — even necessary — variations in program operations, youth employment competency systems — on the whole — work more efficiently and effectively when there is as much consistency as possible.

Once all of the elements of a system are in place, with resources intact, interrelationships accounted for, and similarity all but accomplished, there is a tendency to feel relieved. However, for a competency-based program to work,

> ". . . it must be continually monitored, modified, refined, and revised. Your sigh of relief over the finished job must be short lived! Your system should be regularly reviewed and revised based on the changing needs and characteristics of your labor market area. This need not be an unmanageable task, but should not be neglected, particularly for the first few years. Periodic meetings with all service provider staff who are involved will provide useful feedback as will feedback from youth participants in the program. And don't forget to check with your employers with whom participants are eventually placed with competency credentials, to verify the relevancies of the competencies they have learned." (State of Wisconsin TAG p. 37)

Although this is not a cookbook, the Birmingham Area Private Industry Council has an irreverent, yet subtly insightful and self-evidently instructive recipe that helps put the issue at hand into perspective:

Display 1.

Youth Competencies: Ten Easy Steps

The Recipe

Ingredients: Participants, Funds, Classroom, Training Materials, Instructors, Competency Goals, Benchmarks, A PIC (not tooth), Pre and Post Tests

STEP 1: Have PIC develop competencies that are to be recognized by the local SDA.

STEP 2: Recruit participants (tender, young participants are preferable); Some outreach may be required; Determine eligibility.

STEP 3: Counsel participants; Develop EDP; and Establish goals for competency attainment.

STEP 4: Refer tender, young participants to projects.

STEP 5: Pretest participants to determine present achievement levels.

STEP 6: Combine participants, training materials, and instructors; place in classroom.

STEP 7: Bake in classroom for approximately 6 months, basting occasionally with benchmarks to determine the acquisition of competencies; Baking time may vary somewhat.

STEP 8: Post-test to determine that competency attainments have been reached; Remove participants from classroom.

STEP 9: Cool in job-related holding for 30 days at room temperature.

STEP 10: Remove participants from program; Federal government recommends that participants not be removed until 82% are ready to be served to the labor market.

* * *

Quite a few folks in the employment and training community have been doing some type of competency-based programming for years. To date, it's tended to be informal and non-systematized. Now there is a need to put it together with formal methods and techniques, accurate baseline data, and results marketable in the real world of work. Even in a troubled economy, acquisition of the capacity to find, get and keep a job, and advance in a career is a positive outcome for JTPA youth. Through demonstration of employment competencies, young people show that they have the tools for self-sufficiency. As has been said many times before — give a person a fish, and you feed him/her for a meal; teach a person to fish, and you feed him/her for life.

In the subsequent six chapters, each element of a sufficiently developed system will be discussed in turn, with requirements highlighted and suggestions noted as appropriate. Chapter 9 will briefly address monitoring and capacity building which are pivotal to the success of youth employment competency endeavors.

3. Youth Employment Competencies

A. Description — Youth employment competencies are the skills, knowledge, attitudes, and behavior which facilitate participant entry into unsubsidized employment, apprenticeship, military service, non-JTPA Title II training, or further education. These capacities are grouped into three major category or competency areas as suggested by DOL: pre-employment/work maturity, basic education, and job specific skills. These areas can be delineated as follows:

- **Pre-employment (job finding and getting) skills** include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision-making, and job search techniques (phone contact, resumes, applications, interviews, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, going shopping, renting an apartment, opening a bank account, and using public transportation.

  Work maturity (job holding and advancing) skills include positive work habits, attitudes, and behavior patterns such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and coworkers, showing initiative and reliability, willingly assuming the responsibilities involved in maintaining a job, being adaptable, and coping with and solving problems in a work setting.

- **Basic education skills** include math computation, reading comprehension, writing, speaking, listening, viewing, nonverbal communication, and the capacity to use these skills in the workplace. They also entail, to a lesser frequency, reasoning and analytical capabilities, language arts, and computer literacy.

- **Primary job specific skills** encompass the proficiency to perform actual tasks and technical functions required by particular jobs, occupational clusters, or employment fields at entry, intermediate, or advanced levels. Secondary job specific skills include familiarity with and ability to use set-up procedures, safety measures, work-related terminology, recordkeeping and paperwork formats, tools, equipment and materials, breakdown and clean-up routines.

In addition to these categorical classifications, competencies are separated into three separate domains characterizing the nature of the learning objectives and outcomes: cognitive, affective, and psychomotor. The **cognitive domain** includes intellectual faculties such as recall, recognition, comprehension, analysis, synthesis, thinking and understanding; it is exemplified by the information a person knows. The **affective domain** involves the interests, attitudes, values, feelings and emotions of the learner, and their internalization; it is exemplified by the way a person behaves. The **psychomotor domain** emphasizes manipulative or motor skills, such as operating or repairing machinery, typing, welding, or sculpting; it is exemplified by the physical activities a person does in performing a skill. The relationships between competencies, domains, and competency areas can be seen in the graphic below.

Figure 1.

	Pre-Employment	Work Maturity	Basic Education	Job Specific Skills
Cognitive (knowledge)	X (identifying sources of job leads)	X (explaining worksite rules and how to act on the job)	X (multiplying complex fractions)	X (selecting best club for distance and lie — golf caddy)
Affective (attitudes/ behavior)	X (interviewing)	X (getting along with others)	X (communicating non-verbally)	X (interacting with customers — sales clerk)
Psychomotor (skills)			X (handwriting)	X (installing an air conditioner)

B. Competency Statements — Competency statements specify a required skill, knowledge, attitude, or behavior proficiency which must be demonstrated to a particular level by program youth, and the means of determining the acquisition of such capabilities. These statements are formulated around functional capacities and reflect actual learning and achievement, not simply the passage of time. They should be simply stated, clear and concise, easily understood, practical and attainable, and manageable. The key outcome sought is competency, not merely completion. Under JTPA, youth should only be assisted in those competency categories in which they show need.

Required Characteristics

In order to fulfill the requirements of a sufficiently developed youth employment competency system, competency statements must be: employment-related, quantifiable, measurable, verifiable, and offer proof of gain as a result of program participation.

"Employment-related" means being designed to enhance employability and to foster qualifications for entering apprenticeship programs, military service, non-JTPA Title II training, or further education. The pertinency of youth employment competencies should be thought of in terms of facilitating a post program labor market status — especially jobs — in all but the most exceptional of circumstances. "Love of God and country" — while a prime characteristic of good citizenship — does not by itself make young people more employable.

Quantifiable means to produce concrete results in order to enhance quality, assure credibility and heighten accuracy. It is more useful to know that a young person can center punch the hole to an accuracy of "0.010 to 0.001" than to know that he/she can operate a drill press "well." The Maryland State Department of Education, in its publication "How to Write Performance Objectives," offers some illustrative examples of "troublesome standards" in Display 2 on the following page.

Measurable means that what can't be taught/learned, measured, or even formatted in a competency statement should not be included. If a (purported) skill, knowledge, attitude, or behavior can't be measured, then the right tool (measuring approach) hasn't been found yet, or it doesn't exist. This means either find/create it, or the (potential) item is not a youth employment competency.

Display 2.

TROUBLESOME STANDARDS

Standard	Problem
" . . . to the instructor's satisfaction."	Some instructors may be satisfied with less than others. Agreement should be reached as to specifically what constitutes "satisfactory."
" . . . in accordance with the performance guide."	The performance guide simply tells "what" happens during task performance, not "how well" it should happen. The "how well" should be addressed in the standard.
" . . . in accordance with manufacturer's specifications."	Many manufacturer's "specifications" are only procedural steps taken in task performance, and are not standards of excellence expected as a result of performing the task. A product standard, or only key points in the process should be measured.
" . . . follow established procedures."	The "established procedure" has already been outlined in the performance guide. The standard should specifically state what the "procedures" followed should produce.
Terms such as "adequately," "correctly," "properly."	Such terms are not specific enough to assure that the same interpretation will be applied by evaluators.
" . . . performance will be evaluated by the instructor."	See above.
"Task must be performed in a safe manner."	This is an assumed requirement of all task performance, and lends little credibility to the performance objective. Specific safety precautions should be described in the performance guide.

Verifiable means that competencies should be grounded in present labor market circumstances or based on projected future conditions. Review of competencies by consumer groups helps assure that the total set is complete, realistic, and feasible, and that the capabilities included are appropriate, necessary, and important. Verification (also called validation) helps to prioritize the competencies to determine which are essential and which are not. The scope of coverage issue emerges when each competency statement seems to engender five more. Decisions on what to exclude often are as hard as those on what to include.

The constituency review process can also be used for periodic updating of the competencies. Changes in labor market situations and participant needs ought to be reflected in the competency statements, including necessary additions, deletions, and modifications.

Competency statements serve as the basis for **proof of gain** if they are well developed, tightly written, and possessed of all required parts. The actual evidence of gain is produced by all major systemic elements working together in a congruent fashion.

Development and Writing

There are several discrete steps in developing competency statements:

- Identify the program goals and participant-related learning objectives.
- Select the competency area (pre-employment/work maturity, basic education, job specific skills).
- Specify the competencies — the skills, knowledge, attitudes, and behavior grouped under each major category — which flow from the program purpose and desired enrollee outcomes.
- Determine relevant indicators of successful performance that have predictive validity for each of the competencies. Indicators are those actions that — when properly accomplished — demonstrate competency achievement. It is important to define or explain what indicators mean.
- Select appropriate measurement techniques, instruments, and scoring methods. Many times, "what you show" is as important, or more so, than "what you know." Knowledge about interviewing, being on time, fixing a tire, installing an electric fixture, or repairing a small appliance is no substitute for actually doing it!
- Decide on the level of performance necessary to meet competency criteria. This level of achievement (or benchmark) should be reasonably stringent so that those successfully attaining it will have accomplished a baseline of acceptable performance equal to or greater than that expected in the labor market. It is anticipated that program teaching and training capabilities will enable many more enrollees to succeed than not.

It is necessary to maintain a constant vigil over the reasonableness and legitimacy of competency criteria. In addition, words used should be explicit and precise so that intent does not get lost or misconstrued in execution. Robert F. Mager, one of the early masters, provides some fine examples of words open to (mis)interpretations in his 1962 volume Preparing Instructional Objectives (p. 11):

Display 3.

WORDS OPEN TO MANY INTERPRETATIONS	**WORDS OPEN TO FEWER INTERPRETATIONS**
to know	to write
to understand	to recite
to really understand	to identify
to appreciate	to differentiate
to fully appreciate	to solve
to grasp the significance of	to construct
to enjoy	to list
to believe	to compare
to have faith in	to contrast

* * *

Writing competency statements follows completion of the developmental steps and adherence to the safeguards. In order to meet the requirements of a sufficiently developed youth employment competency system, competency statements should contain the following three items: (1) the skill, knowledge, attitude, or behavior to be demonstrated; (2) the level of achievement or benchmark to be attained; and (3) the means of measurement to determine that the required proficiency has been gained. Competency statements should delineate: what is to be learned? how well? how/by what means it will be ascertained that learning to that degree has occurred? Use of indicators as descriptors is desirable, but optional.

Competency statements have a wide variety of formats including, but not limited to:

- sentence, matrix, and instrument, all with or without indicators depending on the nature of the competency
- multiple benchmarks and means of measurement, and
- the "given" approach.

A competency statement in the form of **a sentence with indicators,** as well as the three necessary ingredients, could appear as follows:

- Participant will demonstrate punctuality (competency) by being on time, present at program station, and ready to commence activities (indicators) 90% of the time (covering a pre-determined period of at least 10 consecutive working days) with prior notification of tardiness given and excuse received in all instances (benchmark) as evidenced by time cards, participant observation, and supervisor report (means of measurement).

The same statement in **matrix format** would read:

Figure 2.

Competency Area: Pre-Employment/Work Maturity			
Competency	**Indicators**	**Benchmark**	**Means of Measurement**
o Punctuality	o on time o present at program station o ready to commence activities	o 90% of time (covering at least a 10-day working period) – prior notification of tardiness – any lateness excused	o time cards o participant observation o supervisor report

Competency statements in the form of **a sentence with no indicators,** yet all necessary components, could appear as follows:

- Participant will demonstrate proficiency in diesel mechanics (competency) by attaining a passing score (benchmark) on both parts of the AIR occupational competency test (means of measurement).
- Participant will demonstrate proficiency in TV repair (competency) by attaining a passing score (benchmark) on both parts of the NOCTI Student Occupational Competency Achievement Test (means of measurement).

The same statements in **matrix format** would read:

Figure 3.

Competency Area: Job Specific Skills

Competency	Benchmark	Means of Measurement
Diesel Mechanics	Passing Score	Both parts of AIR occupational competency test
TV Repair	Passing Score	Both parts of NOCTI Student Occupational Competency Achievement Test

Organizing the format of competency statements can be an exercise in efficiency for a locality. Having a lot of narrowly-focused competencies can increase the number of measurement episodes. However, choosing widely-scoped competencies can reduce the measurement workload. The burden can be reduced further by putting the indicators — appropriately grouped — right into the measurement instruments as items, as in the examples in Figure 3. Collapsing numerous indicators of a single competency into a rating form, scoring sheet, or checklist (and incorporating them into the actual measurement dynamics as well) reduces strain on the system and improves overall manageability. Such compression — **folding indicators into measurement instruments** — should be done whenever possible.

Usually, career decision making and labor market awareness encompass at least several competency statements each, and a correspondingly large number of indicators. The following two examples (Figures 4 and 5) show how carefully selecting the appropriate competency statement format can help streamline the measurement process with absolutely no reduction in quality. Use of the same measurement instrument as both a pre(assessment) and post(evaluation) tool, as well as a means of recording/documenting needs and gains, can prove to be quite efficient and effective.

Figure 4.

*Instructions for Segments 1 and 2: Participants should be scored on how well they master the requirements of the program site. Raters should observe participant performance, and objectively score (them) according to the following scale:

Rating Scale for Segments 1 and 2

5 — Excellent	Superior Performance
4 — Good	Outstanding Performance
3 — Satisfactory	Acceptable Performance
2 — Fair	Below Average Performance
1 — Needs Improvement	Unacceptable Performance

Segment 1. Item a. Career Decision Making: Assessment and Evaluation Format

Participant demonstrates proficiency in career decision making by attaining a score of 80% on the following indicators, evidenced by questions and answers.

Indicators	Score (1-5)
1. Identification and discussion of five values in relationship to work, with an explanation of their importance.	__________
2. Identification and discussion of five interests and aptitudes in relationship to work, with an explanation of their importance.	__________
3. Identification and discussion of five skills/abilities in relationship to work, with an explanation of their importance.	__________
4. Explanation of a model for decision making as it applies to career choices.	__________
5. Choice of a career goal consistent with stated values, interests, aptitudes, and skills/abilities.	__________
6. Comparison of present assets with general occupational requirements and identification of (at least) five personal strengths and five personal constraints.	__________
7. Formulation of a logical and realistic career plan, listing specific steps needed to maximize positive resources, overcome obstacles, and achieve career goal. (attach copy)	__________

Total Possible Points 35

Total Achieved ____ (with no score less than a "3" allowable for attainment of competency*)

Percentage ____

Competency Attained: Yes ___ No ___ Date _________

*Notes/comments should be added for each score less than a "3".

* * *

Figure 5.

Segment 2. Item b. Labor Market Awareness: Assessment and Evaluation Format

Participant demonstrates proficiency in labor market awareness by attaining a score of 80% on the following indicators, evidenced by questions and answers.

Indicators	Score (1-5)
1. Identification and discussion of six sources of data on employment openings and job characteristics.	____
2. Description and explanation of the process of obtaining work, and the differences between the procedures followed by large and small employers.	____
3. Statement of six reasons why people lose jobs.	____
4. Recognition and utilization of twelve vocabulary words used in the world of work.	____
5. Identification of (at least) two occupational clusters and two occupations in each cluster, utilizing the career field results of the self knowledge activities.	____
6. Listing three reasons why each occupation is of interest.	____
7. Listing five skills associated with each of the selected occupations.	____
8. Statement of the growth potential for each of the chosen occupations.	____
9. Listing (at least) ten characteristics of each selected occupation, including educational prerequisites, training options, qualifications/entry requirements, job tasks/duties, working conditions/environment, personal tools/equipment needed, starting wages/pay, benefits, potential for promotion, and job satisfaction.	____
10. Listing (at least) five employers in (geographical) area who hire personnel for the chosen occupations — by name, address, phone number, classification (e.g., retail sales/construction), scope of operations (i.e., national, state, and local), and number of employees.	____
11. Identification of employer expectations, policies, and procedures and employee rights, responsibilities, and obligations at (at least) two area employers in the selected occupations.	____
12. Listing (at least) five advantages and five disadvantages of being hired by two area employers in the chosen occupations.	____

Total Possible Points 60

Total Achieved ___ (with no score less than a "3" allowable for attainment of
Percentage ___ competency*)

Competency Attained: Yes ___ No ___ Date ________

*Notes/comments should be added for each score less than a "3".

* * *

Purchased items such as standardized reading and math tests come equipped with competencies, achievement levels, measuring schemes, and built-in indicators.

For those localities uncomfortable with uni-dimensional approaches to competency statements, there is the multiple format. This, simply put, involves only one skill, knowledge, attitude, or behavior, but can include two or more strands of benchmarks and means of measurement. The **multiple format** may be illustrated as follows:

- The participant will demonstrate proficiency in interviewing (competency) by achieving a score of 90% (benchmark) on the XYZ Multiple Choice Test on Interviewing Techniques (means of measurement), and by attaining a rating of 80% (benchmark) on the ABC Mock Interview Episode (means of measurement). This can also be graphically displayed as shown in Figure 6.

Figure 6.

Competency Area: Pre-Employment/Work Maturity		
Competency	**Benchmark(s)**	**Means of Measurement**
Interviewing	Score of 90%	XYZ Multiple Choice Test on Interviewing Techniques
	Rating of 80%	ABC Mock Interview Episode

In writing competency statements, the field of education often uses the words "given" or "provided" to set forth the limitations and conditions under which performance is occurring. As long as the three required items are present, this format is fine, according to the user's preference. Some examples of the **"given" approach** are:

- Given a written test (means of measurement) containing 20 problems requiring the multiplication of complex fractions (competency), the participant will multiply 16 out of 20 correctly in 25 minutes (benchmark).
- Provided 5 passages in a reading exercise (means of measurement) requiring the inference of information not directly stated in the material (competency), the young person will answer 32 out of 40 questions correctly, for 80% accuracy (benchmark).

For consistency, competency statements involving sentence, matrix or instrument formats should all use **words in the same form.** For example, the desired properties of an application could all be listed as nouns: neatness, completeness, legibility, accuracy, etc. Or, these characteristics could be set forth in verb-adjective style: is neat, is complete, is legible, is accurate, etc. Such similarity allows raters and scorers to be free from the distraction of moving from pronoun to adverb to gerundive, and lets them concentrate more on what the participant is doing.

In writing competency statements, it is important to use **action verbs** that specify definite outcomes constituting achievement of learning objectives. Examples of such verbs are:

- defines
- describes
- identifies
- explains
- computes
- demonstrates
- names
- solves
- diagrams
- differentiates
- writes
- lists
- assembles
- builds
- calibrates
- drills
- connects
- constructs

It makes sense for all of the competency statements operative in an SDA to be in the same format — at least by competency area. However, there are cases where young people are referred for basic education assistance or job skill training to educational agencies, vocational or proprietary schools, apprenticeship projects, Job Corps etc. It is impractical to expect these institutions to change their whole game plan around for one or two JTPA young people. In those instances, the program should design and utilize special formats for writing/translating competency statements, listing services received, and recording measurement results and participant achievements. This is further discussed in Chapters 11, 12, and 13.

Once competency statements have been developed, a printed **competency "spread-sheet"** containing all of the program's competency statements ought to be physically included at the beginning of the system (as represented on paper). It can serve to organize the rest of an SDA's youth employment competency package, and provide a foundation or antecedent for other systemic elements, as will be seen in a subsequent chapter. The following is an example of a spread-sheet:

Figure 7.

Pre-Employment/Work Maturity Competencies — "Spread Sheet"

(The participant is proficient in...) Skill/Behavior	(as demonstrated by attaining this...) Level of Achievement/Benchmark	(on the...) Means of Measurement/Evaluation
I. Job Seeking:		
a. Career Decision Making	Score of 80%	Segment 1 of Checklist
b. Labor Market Awareness	Score of 80%	Segment 2 of Checklist
c. Applications	Score of 80%	Sample Application Form
d. Resumes	Score of 80%	Resume Exercise
e. Interviews	Score of 80%	Mock Interview Episode
II. Job Keeping:		
f. Punctuality	Score/Rating of 90%	Part 1 of the Program Site Participant Review Form
g. Attendance	Score/Rating of 95%	Part 2 of the Program Site Participant Review Form
h. Attitudes	Rating of 80%	Part 3 of the Program Site Participant Review Form
i. Appearance	Rating of 80%	Part 4 of the Program Site Participant Review Form
j. Interpersonal Relations	Rating of 80%	Part 5 of the Program Site Participant Review Form
k. Task Completion	Rating of 80%	Part 6 of the Program Site Participant Review Form

* * *

C. Employer Involvement — Competencies are identified for particular reasons and selected through the utilization of certain processes. Underlying the definitions and the formulation of competency statements are the rationale and derivative mechanics of the total effort.

PICs seem to rely on a range of starting points in their strategies for establishing youth employment competency systems: client-centered needs, employer/private sector validated requirements, school/training institution/military service/apprenticeship agency entry qualifications, or historical, politically-entrenched, service delivery provision realities. There seems to be four means that localities are using in setting up their competency-based mechanisms. Either they (a) create their own structure, content, procedures, and sequencing, (b) borrow tools, methods, and techniques from systems presently existing in the public domain (SDAs, program operators, local education agencies), (c) purchase commercially available packages, or (d) blend/meld some or all of these.

Deciding on the program's purpose — what is to be taught? why? to whom? by whom? how? when? where? — directly involves the concept of youth employment competencies. The ideal way to approach program design is by embracing the "gap" theory. The "gap" theory counsels the analysis of both labor market needs, including employers, schools, training facilities, and the armed forces, and labor force characteristics, including general proficiency levels of JTPA eligible populations in the three competency areas. Mismatches between the two should be clearly delineated. Competency-based programs are then developed to equip the labor force population to meet the demands of the labor market institutions.

Such an idea is certainly not new, but many programs seem to have drifted away from a multi-dimensional attempt to meet participant requirements in terms of young persons' learning deficits, as well as employer expectations and various admissions standards or acceptance criteria. Those localities bound to the realities of political retrenchment may have to choose competencies based on what is already being done. Nobody really loses in those instances, but few youth get to flower as they might under different circumstances.

Determining the specific competencies to be included in the system can be a tedious, yet rewarding undertaking. Often a long, difficult consensus-building process involving colloquia, compromise, and collaboration precedes feelings of value, acceptance, and ownership. Part of the effort entails answering the most basic of all questions: "What should attaining competencies mean to a young person?" Who, in fact, weights the blocks in the following table? While blocks 1 and 4 are fairly obvious, blocks 2 and 3 give cause for serious reflection concerning philosophical and pragmatic priorities.

Figure 8.

#1	2
(+) Attained Competencies (+) Obtained Job Good!	(+) Attained Competencies (-) Did Not Obtain Job ?
#3	#4
(-) Did Not Attain Competencies (+) Obtained Job ?	(-) Did Not Attain Competencies (-) Did Not Obtain Job BAD!

The move from reflection to action is made by devising a strategy to discover accurate data on local labor market demands and potential participant training and service needs, with the key inquiry being: "What are the main skills, knowledge, attitudes, and behavior that young people should have in order to succcessfully enter and stay in the work force in this area?" Such a strategy is most often realized in the form of an employer survey.

The key steps in conducting employer surveys are:

- determine the data to be collected
- select whom to ask
- ascertain the method of gathering information
- obtain input, and
- analyze the results.

Employer surveys are carried out primarily through interview instruments completed over the phone, in person, or returned through the mail. Framers of employer surveys should be aware of the frequent disparity between stated hiring standards and the actual competency requirements of the workplace.

The following sample (Display 4) of a youth employment competencies needs survey was used by the Tri-County Consortium, Rock Island, Illinois, with its own private industry council. It can certainly be adapted for dissemination to other major actors in the labor market. Two additional examples may be found in the appendix section keyed to this chapter.

Display 4.

Competency Survey
(Given to PIC Members)

I. Job Keeping Skills

The following is a list of job-related characteristics/abilities. Please circle the appropriate letter as to whether you believe each ability is:

a) absolutely necessary for an entry-level employee in order to succeed.
b) desirable for an entry-level employee, but not necessary in order to succeed.
c) unnecessary for an entry-level employee in order to succeed.

1. Ability to read a b c
2. Ability to write legibly a b c
3. Ability to add numbers a b c
4. Ability to subtract numbers a b c
5. Ability to get along with others a b c
6. Ability to deal with pressures to get the job done a b c
7. Ability to follow rules and policies a b c
8. Willingness to do parts of the job one may not want to do a b c
9. Possesses good work attitude a b c
10. Follows job safety and health rules a b c
11. Holds a job that matches one's interests and abilities a b c
12. Works without supervision, if necessary a b c
13. Ability to deal with unexpected things that occur a b c
14. Knows what kind of work one wants to do a b c
15. Dresses properly a b c
16. Lists job interests, skills, and experience for an employer a b c
17. Knows where to look for information about jobs one has or would like to have a b c
18. Ability to tell others what one is doing or what one wishes done a b c
19. Understands what is expected when starting a new job a b c
20. Manages one's work time and activities a b c
21. Demonstrates initiative a b c
22. Follows written instructions a b c
23. Follows oral instructions a b c
24. Ability to implement the most efficient method of doing a job a b c

25. Knows when one's own work is being done well a b c

26. Willingness to use new approaches to work when given the chance a b c

27. Willingness to take chances that may result in rewards a b c

28. Possesses problem-solving skills a b c

29. Accepts guidance and criticism from supervisor a b c

30. Expresses interest and enthusiasm a b c

31. Works well as a "team" member a b c

32. Asks questions a b c

II. Please identify any job-related abilities/characteristics not mentioned above which you feel are absolutely necessary for an entry-level employee to succeed.

III. Job Seeking Skills

Please rate the following job-seeking abilities as:

a) absolutely necessary to obtain employment.

b) desirable, but not necessary.

c) not necessary to obtain employment.

1. Provides employer with a typed resume a b c

2. Ability to call companies to discuss the possibility of openings a b c

3. Ability to complete an application form a b c

4. Knows where to look for a job a b c

5. Asks employer questions during interview a b c

6. Writes a thank-you letter after interview a b c

7. Knows about the company before interview a b c

8. Provides employer with written recommendation a b c

9. Dresses appropriately a b c

10. Possesses self-confidence a b c

IV. Please identify any job-seeking abilities not mentioned above which you feel are absolutely necessary to obtain employment.

____

____

____

____

V. How often can an employee be late before he/she would be "in trouble":

a) once a month
b) twice a month
c) once every two months
d) ____________________________
(Other to be supplied by you)

VI. How often can an employee be absent before he/she would be "in trouble":

a) once a month
b) twice a month
c) once every two months
d) ____________________________
(Other to be supplied by you)

VII. Any comments regarding skills/abilities we must teach youth in order for them to be successful in the "world of work"?

____

____

____

____

* * *

The information obtained through employer surveys, after appropriate synthesis, can serve as the basis for finally selecting the competencies to be taught. Localities displaying initiative in this arena use committees, task forces, and work groups operating in open forum sessions. These bodies are composed of individuals representing a wide range of local interests and concerns: the PIC, business and industry, education, the administrative entity, labor, government, community-based organizations, proprietary schools, youth serving agencies, apprenticeship councils, program operators, military recruitment offices, parents, and, occasionally, youth.

Such groups can be helped to function more efficiently by giving the major actors a purpose or reason for being involved, showing them it's in their own best interest, delineating clear expectations and realistic timeframes, reinforcing the partnership concept, and using intermediary organizations, like the local chamber of commerce, as appropriate.

The final stop of the competencies on their odyssey to official approval is "recognition" by the Private Industry Council. Competency statements become the articulation of the skills, knowledge, attitudes, and behavior that will equip participants to move from their pre-program circumstance to a desired post program labor market status.

This PIC recognition is a necessary feature of a sufficiently developed youth employment competency system. States have ascertained PIC approval of competencies through required procedures such as: letters, sign-off forms, taped or written minutes of the meeting at which recognition occurred, and signatures on the plan itself.

The National Association of Private Industry Councils of Washington, D.C., has published an excellent document in this area. It is entitled Youth Programs and the Job Training Partnership Act — Developing Competency Standards: A Guide for Private Industry Council Members.

D. Foundation Competencies — Some young people are simply unwilling or unable to make a commitment to an occupational choice; others — at this age — will change their minds a number of times before they finally settle down to a particular type of work. This raises the issue of whether programs should focus on: a) generalizable, transferable competencies, b) skills, knowledge, attitudes, or behavior related to specific jobs, or c) both. To date this has been a question largely confined to localities. However, it could soon evolve into a matter for state policy.

In January of 1984, the State of Colorado required SDAs, to indicate in their plan which competency categories were selected/adopted, and why any of those available were not. The State of Texas, in December of 1984, adopted the "equity principle" to foster meaningful, comparable, and quality youth employment competency systems at the local level. This action was founded upon the following rationale:

> "...the concern about integrity of the performance standards system is grounded in the fact that competency terminations may be counted as positive terminations in calculating the youth positive termination rate and the youth cost per positive termination; therefore, the meaning of having 'attained employment competencies' should be somewhat consistent across SDAs in order for the performance standard and performance incentive award systems to be considered fair to all SDAs. For example, if one PIC prescribed ten competencies related to getting and keeping a job while another PIC required that a participant only be able to complete a job application, and both SDAs received positive terminations as a result, the performance standard and incentive award systems would be compromised considerably. For this reason, the State is committed to a primary role in assuring some consistency and minimum standards for SDAs who wish to count competency terminations." (p.6)

To this end, the State of Texas requires that any SDA offering pre-employment/work maturity must address each of nine capacity designations by developing a minimum of one competency statement for each of them.

It is suggested that additional criteria be generated for each designation to assure that essential capabilities within each are covered. The nine competency classifications are:

1. Career Decision Making
2. Local Labor Market Information
3. Sources of Job Leads
4. Job Applications
5. Job Interviews
6. Employee/Employer Rights and Benefits
7. Rules of the Workplace/Organization
8. Following Instructions
9. Effective Communication on the Job.

The Texas policy does not specify competency content, benchmarks, means of measurement, or particular indicators. It doesn't seem to infringe on local rights. SDAs still have a great deal of flexibility and latitude, and they collaterally benefit from improved commonality across localities.

Can a state mandate establishment of one, some, or all competency areas? Probably not. It does, however, seem eminently reasonable and permissible for a state to call for certain generic competency classifications to be addressed within a competency area once an SDA has decided to implement that area. Localities would decide the "how's, when's, where's, to whom's, and by whom's." The "why" is implicit, and the "what" is explicit. The institution of generic competency requirements could do as much for substantive credibility and consistency, as the introduction of sufficiently developed system requirements will do for structural and procedural integrity and comparability. It is important to understand that this depends on, and will be enhanced by, voluntary SDA-State cooperation.

4. Assessment and Evaluation

A. Approach — In competency-based programming, participant-related measurement provides the data base upon which to make decisions, determine status, predict actions, and assign awards. Information about young people is obviously quite important, but the process of obtaining it can put a real drain on program resources. Therefore, there should be a sound reason for gathering every item of information. Data should not be collected without such a purpose.

No measurement device yields perfectly accurate results on the level and nature of a young person's capabilities. Measuring youth to ascertain learning requirements and/or accomplishments should be done with great care, because subsequent utilization of the findings could have a significant impact on a young person's life.

An SDA must have operative assessment and evaluation procedures in place to meet the requirements of a sufficiently developed youth employment competency system. After a brief explanation of assessment and evaluation, the discussion in this chapter will turn to general measurement precepts and practices which usually apply to both. More specific focus on measurement approaches related to particular competency areas will occur in chapters eleven, twelve, and thirteen.

There are several key queries to be answered in the process of choosing measurement strategies:

- Why measure?
- Measure what?
- How?
- Who is to be measured by whom?
- When and where?

The first three questions will be addressed in this section, while the last two are integrated into the discussion in Section C — Selection.

Why Measure?

Measurement is conducted for the following purposes:

- screening and selection for program entry
- delineating learning deficits
- formulating employability development plans
- admitting young people to particular projects or components

- assigning youth to services and sites
- determining progress for guiding movement out of one lesson/activity and into another
- ascertaining achievement as the basis for program exit.

Not all youth are necessarily candidates for all program services. JTPA stresses that youth should be in need of and capable of benefiting from program participation. Having a pre-enrollment checkpoint can help avoid bad experiences for young people and negative terminations for the program by gathering data to answer two questions:

1. Can the youth's service requisites be met by existing offerings?
2. Does the youth have the capacity to make it through the program and acquire at least baseline competencies?

The concept here is not one of "screening out" in the pejorative sense, but rather one of maximum use of available resources. It is pragmatic, too. For example, program "X" has most of its funds allocated to job skills training courses in classroom format. There are some basic education classes in reading and math funded with the rest of the dollars. The overall time per participant is limited to eight months. The lowest reading level required to function in any job skills training course is 9th grade. This course (with the 9th grade reading level requirement) happens to be the shortest — five months. A young person reading at less than the ninth grade level would thus have three months to increase his/her proficiency, using program "X's" learning package, which has a maximum possible gain of one year-level capacity per one month of instruction. A young person would need to read at or near the sixth grade level at program entry to have a good chance of gaining remediation, and then progressing through skill training.

Prior to enrollment, it makes sense for "X" to give applicants short reading or math "locator" tests and check their existing capacities against a catalogue of those required to function in the program. Comparing applicants' abilities against the prerequisites of the least stringent course — with time factored in for available remediation — would provide a basis for avoiding a probable failure for the youth and loss of precious program resources. The principles seem quite extrapolatable to other situations.

Any data generated in pre-enrollment reviews should be incorporated into later measurement procedures, if appropriate.

Assessment, although a bit further along on the continuum, should be designed to provide answers to the same questions about need for — and capability of benefiting from — the program, yet with more depth and scope. Assessment — the up-front portion of measurement — may be the system's weak link. Given present resources and constraints, assessment could still be done far more thoroughly and intensely than currently practiced without an unbearable drain on money, time, and staff.

Assessment should — at minimum — cover goals, interests and aptitudes, personal and situational strengths and weaknesses, competency levels (relevant to those taught in a particular SDA), and prior work, education, training, and military service. Interests and aptitudes are important to gauge because young people tend to do better in learning if "potential" is buttressed by the motivation of personal preference.

Data generated through the assessment process provide the basis for participant diagnosis, prescription, and treatment, including preparation of the EDP, assuring satisfaction of entrance qualifications for certain service units, and matching youth to the appropriate project setting at the proper level (assuming the learning process is individualized). Assessment information can also be most useful in counseling young people.

Any pre-conditions established for admission to a particular activity or component, or for assignment to a certain contractor or site, should take the form of written criteria with a solid competency derivation. It bears repeating that a young person should not be placed in a situation in which he/she has almost no chance to succeed. Failure all too often becomes a reinforcer, albeit a negative one.

Finally, assessment furnishes the proof of participant competency deficiencies at the start of the program. Positive terminations for the attainment of youth employment competencies cannot be counted unless a determination of enrollee needs has been made at assessment.

Evaluation (often called post assessment) concentrates on the measurement of program outcomes, both intermittent and final. Interval progress checking on a periodic basis provides feedback (a) to participants on their advancement in acquiring the competencies delineated on the EDP, and (b) to programs on whether a young person is ready to progress to a different learning segment or activity. If competencies are not being achieved, checking at such intervals can identify "trouble spots" and trigger special intervention to assist youth in meeting their learning objectives — with enough time left to do some good. If progress is being made, positive reinforcement could motivate youth to do even better.

When evaluations are being done, the results should always be explained to enrollees. Any differences ought to be resolved in a productive manner.

Evaluation provides the evidence of participant competency accomplishment at the end of the program. Positive terminations for learning gains related to pre-established youth employment competencies may only be counted if participant achievement met or exceeded the PIC-recognized criteria. Eventually, it would seem wise to extend evaluation into follow-up to ascertain the post program retention of youth employment competencies.

Measure What?

Measurement should be directly related to the competency areas (pre-employment/work maturity, basic education, job specific skills) to be taught in a program, the learning domains (cognitive, affective, psychomotor) involved, and the competencies (skills, knowledge, attitudes, behavior) to be acquired. The confluence of these factors necessitates careful consideration in determining a measurement approach, especially in the cognitive-affective and cognitive-psychomotor fields. For example, is it better to "know" that one should interact well with co-workers, or is it better to "show" that one can actually get along with co-workers? Should an emergency medical technician just describe CPR — orally or in writing? Or should he/she actually have to demonstrate performance? The purpose of measurement, and the area-domain-competency emphasis, will drive the protocol and procedures used. From this point, the focus of attention moves to embrace the "how's" that will measure the "what's'."

How?

All measurement consists of three phenomena — the stimulus, the response, and the accounting. The participant is given a stimulus (e.g., a request for information, directions on how to act in unfamiliar circumstances, or an appliance to fix). He/she reacts with a cognitive, affective, or psychomotor response which is then accounted for, or scored.

These phenomena are roughly paralleled by the psychometric parts of a measurement approach — the type, the instrument, and the scoring mechanism. There are three types of measurement (question and answer, observation, and product review). Each type of measurement has a variety of instruments, e.g., question and answer (true/false, multiple choice, open-/close-ended questions), observation (simulations, mock episodes, "real world" situations), and product review (work sample, performance test). Although interactive, the observation formats usually have printed instructions and guidelines for conducting them, thereby enabling them to be categorized as instruments. The various types of measurement-instrument combinations can be scored through answer keys, checklists, rating scales, or narrative reports. The type of measurement inherently provides the stimulus, the instrument furnishes the means to elicit and record the response, and the scoring mechanism enables raw findings to be accounted for — interpreted and translated into usable data. Figure 9 offers a general depiction.

Figure 9.

Type of Measurement (Stimulus)	**Instrument** (Response)	**Scoring Mechanism** (Accounting)
o QUESTION/ANSWER	TEST BOOKLET (with form on which to fill in one circle out of four for every item)	DOT HOLE KEY
o OBSERVATION	WRITTEN INSTRUCTIONS (might also use videotaping for later reviewing)	CHECKLIST
o PRODUCT REVIEW	SPECIMEN WORKSHEET (job application to fill out)	RATING SCALE
	EQUIPMENT (outboard motor to assemble)	NARRATIVE REPORT

Some measurement packages have everything included in a self-contained fashion.

Measurement focuses on processes (the means of doing things) and products (those things that were done in the end). Processes are usually measured by observation and, to a lesser degree, by question and answer, e.g., reasoning and analytical capacities. Products are usually measured by product review, and also by question and answer, e.g., language arts.

Observation generally covers affective attitudes and behavior in pre-employment/work maturity, basic education, and job specific skills. It includes actual events, simulations, role playing, and interactive sessions.

Product review usually encompasses psychomotor proficiency in job specific skills and, to a greatly reduced extent, in basic education skills for (physical) handwriting. This category entails occupational performance tests, "hands on" episodes, licensing examinations, and work samples such as the Jewish Employment Vocational Service Work Sample

System, the Singer Vocational Evaluation System, and the Valpar Component Work Sample System.

Question and answer generally covers cognitive knowledge in pre-employment/work maturity, basic education, and job specific skills. It includes: true/false, multiple choice, matching, completion/fill-in-the-blank, open/close-ended questions; name/list/explain/describe formats; short/long essays; paper/pencil, audiovisual, and computer exercises; and oral interchanges. This type of measurement allows for both "set" answers in acquired knowledge, such as true/false questions in social studies, and "original" answers in applied knowledge, such as reasoning through a philosophical contradiction.

There are two other means of measurement that have emerged due to the exigencies of running programs. They are nowhere near as well established as the three principal types of measurement, but do bear mention because of their use.

The first is the **status-background review,** and it concentrates on issues such as: Has a person ever worked? If so, was he/she ever fired for cause? If the young person wasn't ever released with prejudice, how well did he/she perform at the prior position in relation to this program's competency criteria? Such information could be obtained from a youth through self reporting, or it can be procured by checking with former employers, schools, training facilities, military service branch, employment and training projects, etc. This contact can be made in person, by phone, or through the mail. Interaction with people is better than reviewing written records, because records usually provide time-based information, not data founded on proficiencies. Interviewing main actors in a young person's background can provide not only chronological history and status, but can also yield information on any competency achievements. If it is not possible to conduct interviews or review files, then it makes sense to devise a rating scale, checklist, or narrative report — based on the program's competencies — for representatives of institutions in the participant's past to fill out. When using the mail, the form should be sent along with a cover letter stating the purpose of the effort, a return-addressed, stamped envelope, and a release of information form signed by the enrollee. When reviewing background, it may be helpful to check out correctional facility experiences, as well as volunteer involvement and significant avocational, hobby, and leisure time activities. Letters of reference/recommendation from previous employers, teachers, supervisors, etc., can be most helpful in a status-background review.

The second is the **proxy-"quick look,"** and it uses one instance or event as a representation of others like it. Needs in pre-employment/work maturity can be ascertained by checking parts of the regular intake procedure, like performance in filling out the program application form, to detect any problems there. If a young person brings no resume and has no idea what one is or looks like — instant competency deficiency! Rating performance in the intake interview can determine need for assistance in interviewing. In addition, this interview (again, part of the intake procedure) can yield proof of deficit in appearance, attitude, and interpersonal relations. If youth are tardy for or miss program appointments without prior notification — need for help in punctuality and attendance! General behavior and demeanor can be quite easily discerned throughout the total intake experience. This "short scan" should carefully note existing circumstances and empirical findings which underscore such determinations. There should be written descriptions covering what was decided about the youth, how the decision was made, by whom, when, where, and why. Most places that determine need through such a process use checklists or rating scales, with room for comments or notations.

Checklists and rating scales seem to be the most widely used scoring mechanisms. A **checklist** is a form containing a predetermined set of specifications or criteria to determine the presence, absence, or frequency of particular actions or outcomes. Checklists do not measure quality or intensity, but rather are used in "either/or" situations and generally consist of statements requiring "YES" or "NO" answers. An example of a checklist item is:

"application was signed in ink — Yes _____ No _____"

A **rating scale** is a form which permits instructors and supervisors to score gradations in performance and behavior based upon judgments and observations. Rating scales are not as limiting as checklists, and enable scorers to determine the quality of performance or the degree and intensity of behavior on a format ascending from low to high. An example of a rating scale item is:

"ability to follow directions —
5-Excellent 4-Good 3-Satisfactory 2-Fair 1-Unacceptable."

Conventional wisdom holds that checklists are for use in the measurement of process, while rating scales are most appropriate for the measurement of product endeavors. Psychometry stricture notwithstanding, both of these scoring mechanisms have been used quite well across the country for observation of process and product review of outcomes in the affective and psychomotor domains. To a lesser extent, the same is true of narrative reports or logs. Answer keys are almost always used in question and answer measurement of process and product in the cognitive domain.

Rating scales have an advantage over checklists in that the latter ascertains that something happened, while the former tells "how well" it was done. Information from rating scales is easier to analyze and interpret than data from open-ended questions presented in oral or written fashion.

Measurement should be conducted in as rigorous a manner as possible so that the same tools can receive uniform application over a wide number of sites, e.g., a career decision making checklist or a worksite supervisor participant rating form. It is imperative to precisely define what the elements of a checklist or rating scale mean. Clear, agreed upon, well understood, and consistently acted upon definitions eliminate much of the oft-perceived arbitrariness of competency formulation, and help obtain more accurate findings. Without explanation, "shows initiative . . . frequently" could mean eleven various things to ten different people (youth and adults) at nine separate sites. It is of paramount importance to assure that the skill, knowledge, attitude, or behavior being measured is in fact what was intended to be measured.

For checklists, only those factors critical to ascertaining the presence or absence of the competency under consideration should be included. A checklist should be easy to read, follow, and use, with items sequenced logically. The same holds true for rating scales. For rating scales, the gradations of performance should be evenly spaced and well defined to clearly denote separate levels. The midpoint of the rating scale is often used to reflect what is held to be minimally acceptable, e.g., "average." Rating scales are generally set up so that the high point (e.g., "superior") is on one end and the low point (e.g., "unsatisfactory") is on the other.

All scorers should be thoroughly trained on the intention and utilization of the measurement tool. This should facilitate a common denominator effect. "Guest" evaluators from the community, e.g., personnel officers or master craftspersons, often join instructors, employers, and counselors in scoring participant efforts in a wide variety of endeavors. (They may also help elicit the response, as in a mock interview episode.) Most checklist and rating scale forms request comments where low scores were received and ask those scoring what the youth could do to effect improvement.

Terminology is very important in measurement, especially when potential labeling is involved. Although some extra effort is required, it is important to avoid — as much as possible — words connoting or denoting failure, such as "flunked," "failed," "poor," "no good," "awful."

The following examples show some of the terminology employed in five and three point rating scales, and two point checklists. Note how the rating scale midpoint seems to always be in the "adequate" range on the five point graphic. This is done so that when an average score of four on each item is required to attain competency, program officials can say, "We expect our youth to perform at better than an 'adequate' or 'average' level."

Figure 10.

(#5) Rating Scale: Terminology Suggestions by Numerical Category

(Choose One Horizontal Set, or Mix n' Match Any Old Way!)

(High)-----				-----(Low)
5	4	3	2	1
Excellent	**Good**	**Average**	**Below Average**	**Unsatisfactory**
Superior (proficiency)	**Outstanding** (proficiency)	**Satisfactory** (proficiency)	**Fair** (proficiency)	**Needs Improvement** (proficiency)
Superb	**Commendable**	**Acceptable**	**Improving**	**Unacceptable**
Definitely Yes	**Probably Yes**	**Uncertain**	**Probably No**	**Definitely No**
Always	**Usually**	**Sometimes**	**Seldom**	**Hardly Ever**
Strongly Agree	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
Far Exceeds Standards (for entry level employment)	**Exceeds Standards** (for entry level employment)	**Meets Standards** (for entry level employment)	**Below Standards** (for entry level employment)	**Far Below Standards** (for entry level employment)
Fully Skilled (91–100%)	**Very Skilled** (81–90%)	**Moderately Skilled** (71–80%)	**Partially Skilled** (61–70%)	**Marginally Skilled** (1–60%)
Constantly/ Invariably (91–100% of time)	**Frequently** (81–90% of time)	**Occasionally** (71–80% of time)	**Rarely** (61–70% of time)	**Almost Never** (1–60% of time)

Figure 11.

(#3) Rating Scale: Terminology Suggestions by Numerical Category

(Choose One Horizontal Set, or Mix n' Match Any Old Way!)

(High)-----		-----(Low)
5	3	1
Exceptional	**Adequate**	**Unsuccessful**
Successful (performance)	**Passable** (performance)	**Inadequate** (performance)
Regularly	**Intermittently**	**Not Very Often**

Figure 12.

(#2) Checklist: Terminology Suggestions by Value Category

(Yes – 1/No – 0)

(Choose One Horizontal Set, or Mix n' Match Any Old Way!)

Yes	No
Acceptable	Unacceptable
Satisfactory	Unsatisfactory
Accomplished	Not Accomplished
Adequate	Inadequate
Proficient	Not Proficient
Always	Never
Agree	Disagree
Skilled	Unskilled
Occurred	Did Not Occur

In addition to labeling concerns, it is equally important to make the meaning of every item unambiguously clear. This is sometimes done with different indicator-like explanations of each rating point on the scale — per skill, knowledge, attitude, or behavior measured. The following two displays from the Maryland State Department of Education's publication, "How to Evaluate Students in a CBVE Program," are illustrative. Display 5 is very comprehensive, yet uses words in the first two columns that might be a bit too emotive. There is also no quantification at all. Display 6 is very comprehensive, and it uses more appropriate/less inflammatory terms even though covering several of the same competencies. Also, there is a much greater effort toward quantification. (See Displays 5 and 6.)

To meet the requirements of a sufficiently developed system, youth employment competencies must be quantifiable, and — by extension — measurement tools should be quantifiable also. Checklists and rating scales can both be quantified. Checklist results can be expressed numerically by assigning a value of "1" for "yes" and "0" for "no," determining the total of items scored as "yes," and comparing that amount against the standard to discover if competency was achieved. Rating scale results can also be expressed numerically by identifying the rating for each item (e.g., on a 1—5 format), totaling them all, and comparing the sum against the criteria to see if competency was attained. The scores from both can be expressed either in raw numbers or percentages, with the latter being the more widely used and recommended alternative. On a ten item mechanism, eight "yes's" on a 1—0 checklist format equals a raw of 8 or a score of 80%. On a ten item mechanism, ten "4's" on a 1—5 rating scale equals a raw of 40 or a score of 80%.

Rating scales and checklists can coexist rather well, and often complement each other. However, it is important to keep elements of both from being in the same measurement tool. Rating scale items have performance ranges while checklist items present an either/or choice — "yes" or "no." The criteria against which a sample application is scored often include "legible, neat, complete, accurate, signed, dated," etc. The first four items can have a rating spread or be scored on a yes/no basis. But the application is either signed and/or dated, or it is not. Mixing all six in the same rating scale as presently constituted is non-productive and could indicate a system's ragged edges.

The examples in Display 7 and Figure 13 — checklist and rating scale — show each in a quantifiable format with means for competency determination included.

Display 5.

Sample V - RATING SCALE ON GENERAL WORK HABITS

WORK HABITS AND ATTITUDES EVALUATION FORM

Student's Name ______________________________

Rater's Name ______________________________ Date ____________

Total Days Absent _____ Excused _____ Unexcused _____

WORK HABITS	Ignores directions	Follows some directions, works inefficiently	Follows directions and works satisfactorily	Steady conscientious worker	Very accurate resourceful and efficient
SAFETY HABITS	Sloppy & hazardous to self & others	Fair, needs improvement	Generally works safely	Meets required safety standards	Neat, conscientious and careful
WORK AREA NEATNESS	Very sloppy, inconsiderate	Forgetful and unconscientious	Adequate	Thorough	Pride in overall appearance
WORK AREA ATTENDANCE	Often not in work area	Makes excuses to leave	Generally in work area	Seldom leaves work area	Always where assigned
SELF-ESTEEM	Does not display self-confidence	Insecure, Self-conscious	Balanced attitude	Positive self-evaluation	Self-confident and secure
INTEGRITY	Not trustworthy	Erratic	Sincere	Reliable and dependable	Exceptionally trustworthy
RESPONSIBILITY	Unreliable	Sometimes reliable	Usually reliable	Conscientious	Very reliable
MOTIVATION	Apathetic	Seldom motivated	Generally motivated	Interested in excelling	Highly involved and motivated
INITIATIVE	Requires constant pressure	Needs occasional prodding	Does assigned work	Occasionally seeks extra work	Seeks and recognizes work to be done
EFFORT	Quitter	Applies minimal effort	Shows satisfactory effort	Shows growing determination	Determined persevering and diligent
PEER RELATIONS	Uncooperative	Sometimes hard to work with	Generally cooperative	Works very well with others	Outgoing, warm and cooperative
LEADERSHIP	Does not lead	Follows well	Shows leadership when requested	Voluntarily displays leadership	Consistent leader
REACTION TO AUTHORITY	Hostile	Indifferent	Accepting	Generally cooperative	Exceptionally cooperative
PERSONAL APPEARANCE	Sloppy	Needs improvement	Acceptable	Neat & attractive	Exceeds requirements

Teacher's Comments: ______________________________

Display 6.

Sample II - The rating scale below would be most useful when used to evaluate a student on the job. It could be used by the employer to rate a student on work experience. The evaluation would be turned into the school or teacher at the end of the experience or on a weekly basis.

SUPERVISED WORK STUDENT RATING FORM

Directions: Rate the student on each of the following items by circling the appropriate numbers. If the item does not apply circle "a". If you do not have sufficient information to respond to a particular item, circle "b". Add comments to the last page which may help in understanding and counseling the student. This form is to be completed weekly and returned to the appropriate person each week.

Student's Name ______________

Rater's Name ______________

Date of Rating ______________

	1	2	3	4	5	a	b
1. I WOULD RATE THIS STUDENT:	very independent	independent except when faced with change	dependent only on non-routine tasks	dependent	very dependent	does not apply	insufficient information
2. WHEN FACED WITH CHANGE, THIS STUDENT:	displays adequate flexibility	exhibits flexibility under most conditions	exhibits tendency to resist change	displays consistent resistance to change	displays excessive rigidity	does not apply	insufficient information
3. WITH REGARD TO MATURITY, I WOULD RATE THIS STUDENT'S BEHAVIOR AS:	always stable	generally stable	occasionally unstable	frequently unstable	generally unstable	does not apply	insufficient information
4. IN WORK SITUATIONS INVOLVING A GROUP, THIS STUDENT:	seeks to be involved	participates willingly	participates when encouraged	avoids participation	refuses to participate	does not apply	insufficient information
5. IN RESPONSE TO SUPERVISION, THIS STUDENT:	accepts direction	passively accepts authority	accepts but resents authority	resents & rejects some direction	rejects authority	does not apply	insufficient information
6. I WOULD RATE THIS STUDENT'S RECEPTION OF COMMUNICATION AS:	excellent	very good	average	fair	poor	does not apply	insufficient information

Display 7.

Sweating A Joint Checklist

Student's Name: ______________________ Date: ____________

Evaluator: ______________________ Title: ____________

Directions: Place a one (1) under the Yes column if step was performed properly and a zero (0) in the No column if the step was not performed properly.

	YES	NO	Comments
1. Clean pipe properly (steel wool, wire brush, sand paper, file, emery cloth)	1	0	
2. Apply flux to cleaned area with proper applicator	1	0	
3. Etc.			

Total Score Achieved: 6

Total Score Possible: 6

Minimum Mastery Level Score: 5

(NOTE: You may also use this format to evaluate the product as well as the process and the scoring would be the same. This would be a useful way to evaluate a task when you would want to access both the process and product together.)

(NOTE: There are other variations of the previous samples illustrated here. However, from these you should be able to develop checklists for tasks in your program. You may want to add a section for amount of time that it took the student to complete the task.)

(Source: "How to Evaluate Students in a CBVE Program," Maryland State Department of Education, 1978, p. 8)

* * *

Figure 13.

*Instructions for Parts 3-6: Participants should be scored on how well they meet the requirements of the program site as observed by the supervisor, instructor or counselor, according to the following scale:

Rating Scale for Parts 3-6

5 — Excellent	Superior Performance
4 — Good	Outstanding Performance
3 — Satisfactory	Acceptable Performance
2 — Fair	Below Average Performance
1 — Needs Improvement	Unacceptable Performance

Part 3. Item h. Attitudes: Evaluation Format

Participant demonstrates proficiency in attitudes by attaining a rating of 80% on the following indicators (covering a pre-determined period of at least 10 consecutive working days), evidenced by observation of performance.

Indicators	Rating (1-5)
1. Adherence to site rules, regulations, policies, conduct code, and safety practices.	______
2. Active/interested participation.	______
3. Proper work/study habits.	______
4. Assumption of responsibility (and seeking additional duties/ assignments when able).	______
5. Showing initiative and concern for quality of work.	______
6. Willingness to learn.	______
7. Attentiveness.	______

Total Possible Points 35

Total Achieved ___ (with no rating less than a "3" allowable for attainment of competency*)

Percentage ___

Competency Attained: Yes ___ No ___ Date _________

*Notes/comments should be added for each rating less than a "3".

* * *

The cognitive learning domain deals with participant knowledge of facts, data, and related information. The affective learning domain encompasses enrollee attitudes, behavior, feelings, and beliefs. The psychomotor domain entails teaching youth manipulative skills at a level which will enable them to perform successfully on the job. The proficiency levels of young people can be determined through performance tests in which participants are required to perform a particular task using certain equipment and materials.

In ascertaining what approach to use in competency measurement, multivariate factors will be encountered. The convergence of these variables has been represented in Figure 14 in an attempt to depict — in simple fashion — the complexity involved. Remember that it is also necessary to consider the purpose of measurement.

Figure 14 is not meant to provide a mindset that these converging points are the only ones possible. Other patterns can emerge, e.g., demonstrating spelling proficiency by actually filing fifty randomly selected folders correctly, with no mistakes, as measured by a work sample conducted in an office setting.

Measurement approaches should furnish the information necessary to make determinations about whether benchmarks/levels of achievement have been attained. Careful consideration ought to be given to whether the same instruments should be used in pre/post measurement. It usually requires a judgment call on a competency by competency basis, as does a decision on whether to allow participants to practice on the exact instruments to be used in evaluation. A test-retest may, in fact, be required. This compares performance at one time with performance on the same instrument at a later time.

The "quiz" in Display 8, from "How to Evaluate Students in a CBVE Program," should give some indication of progress to this point. Answers are in the appendix to this chapter.

FIGURE 14.

INTERACTIVE CONVERGENCE OF FACTORS RELATED TO DETERMINING A MEASUREMENT APPROACH

INTERRELATIONSHIPS OF KEY MEASUREMENT VARIABLES		PRE EMPLOYMENT/WORK MATURITY			BASIC EDUCATION			JOB SPECIFIC SKILLS		
		COGNITIVE	AFFECTIVE	PSYCHOMOTOR	COGNITIVE	AFFECTIVE	PSYCHOMOTOR	COGNITIVE	AFFECTIVE	PSYCHOMOTOR
TYPE/ STIMULUS	INSTRUMENT/ RESPONSE	LABOR MARKET INFORMATION	TASK COMPLETION	—	SPELLING	NON-VERBAL COMMUNICATION	HANDWRITING (PHYSICAL QUALITIES)	AWARENESS OF FILING PROCEDURES	HANDLING CUSTOMER COMPLAINTS	PIPE THREADING
QUESTION AND ANSWER	PAPER/PENCIL TEST	A	___	___	A	___	___	A	___	___
	SPOKEN INQUIRES/REPLIES	A	___	___	A	___	___	A	___	___
	COMPUTER PROGRAM	A	___	___	A	___	___	A	___	___
OBSERVATION	REAL WORLD SETTING	___	B/C/(D)	___	___	B/C	___	___	B/C/(D)	___
	SIMULATED SITUATION	___	B/C/(D)	___	___	B/C	___	___	B/C/(D)	___
	ROLE PLAYING EPISODE	___	B/C/(D)	___	___	B/C	___	___	B/C/(D)	___
PRODUCT REVIEW	WRITING EXERCISE	___	___	___	___	___	B/C	___	___	___
	WORK SAMPLE	___	___	___	___	___	B/C	___	___	B/C/(D)
	PERFORMANCE TEST	___	___	___	___	___	B/C	___	___	B/C/(D)
	LICENSING EXAM	___	___	___	___	___	___	___	___	B/C/(D)

SCORING MECHANISM/ACCOUNTING LEGEND:

A = ANSWER KEY/CODE
B = CHECKLIST
C = RATING SCALE
D = NARRATIVE REPORT
( ) = USED, BUT NOT MUCH

Display 8.

Selecting The Best Test Method

Match the appropriate test with the performance objective.

Directions — Read the following performance objectives. Circle the evaluation method which would be most appropriate for assessing students according to the desired behavior. Check your answers with the ones on the answer sheet.

Performance Objective 1 — Given a diagram and description of a Super C Engine, the student will name and identify the major clutch parts. The test must be completed with 100% accuracy.

A. Ask the students to list the major clutch parts on a Super C engine and answer, using an essay test, how they function.

B. Ask the students to draw a Super C Engine and label the various parts.

C. Give the students a diagram of the Super C Engine and ask the students to label the major clutch parts.

D. Ask the students to list the major clutch parts of the engine and look up the part numbers in a manual.

Performance Objective 2 — Given information from the "Exotica Plant Manual" on 15 foliage houseplants that are grown in the greenhouse, the student will identify the 15 plants on sight and will list the environmental conditions required for the plants (including light, water and temperature). Acceptable performance requires 90% accuracy.

A. Give the students an identification test using real plants and ask them to list the appropriate environmental conditions for the plants.

B. Give a matching, true-false or multiple choice test to the students with the plant names and environmental conditions listed on the test.

C. Give the students a fill-in-the-blank or completion test. The questions would deal with the various plants and their environmental conditions.

D. Ask the students to look up the environmental conditions of the plants and write them down on paper.

* * *

B. Major Concerns — In order to meet the requirements for a sufficiently developed youth employment competency system, a local jurisdiction should make sure that the measurement approach used is valid, reliable, and free from content, cultural, sexual, ethnic, and stereotypical bias. Results reported to the state for use in determining performance standards incentive awards would then be regarded as more credible and legitimate. Outcomes reported to SDAs for use in obtaining performance-based contract incremental payments would be regarded as more accurate and accountable. A number of states, including Georgia, North Carolina, and Oklahoma, have established policy level requirements for valid and reliable measurement. There is plenty of legal precedent and case law for the anti-bias requirement.

Simply stated, **validity** means that a measurement approach measures what it purports to measure, psychometrically and practically, with the emphasis on the latter. To determine validity one ascertains: (a) structural, contextual, sequential, and procedural adequacy, and (b) freedom from ambiguity. Validating a measurement approach usually involves using a group representative of the population on which it is to be applied.

Reliability means that a measurement approach measures what it purports to measure on a consistent and accurate basis, yielding comparable results at different times. A determination of reliability involves conducting an inter-rater reliability check and field testing the measurement approach in the environment in which it is to be used.

The validity and reliability requirement may be seen as onerous. The counter argument is an invitation to explain why measurement should occur that is not valid and reliable, especially when it could affect the future of program participants. There need not be a mass movement toward formal instrumentation, nor a disquieting apoplexy at spending precious dollars to "sanctify" measurement. It is intended that states confer with SDAs who, in turn, get together with their subcontractors to establish common sense definitions and parameters for monitoring validity and reliability. The requirement is seen as providing the impetus for such an effort.

There are other major concerns about the characteristics of a measurement approach which are certainly "should's" and "ought to's," but which don't qualify as "must's" just yet. They include:

- content validity — extent to which the content of the measurement approach reflects/represents the topic (learning domain and skill/knowledge/attitude/behavior) being measured.

- concurrent validity — extent to which a score on a particular measurement approach correlates/agrees with a score obtained from other "acceptable" approaches which might provide the same type of information (about those people being measured).
- curriculum validity — extent to which the measurement approach represents the curriculum taken by those being measured.
- instructional validity — extent to which curriculum objectives were translated into topics actually taught.
- internal consistency — extent to which scores on different parts of the instrument taken at the same time are consistent.
- differential predictability — extent to which a particular measurement approach yields different predictions for different groups (e.g., male/female).
- predictive validity — extent to which the measurement approach predicts/projects the future performance of those being measured.

All too often, tests for job performance used by employers to make hiring decisions are not founded on the predictive validity of the tests or the performance which can be expected on the job. Such exams may frequently relate to academic measures with no proven relationship to the job tasks to be performed. Employer screening tests appear — in too many instances — to be based on cognitive abilities rather than hands-on performance.

Some people get hired who do well on written tests but not on the job, while others don't get hired who could do well on the job but not on written tests. Because such **bias** cuts across racial and sexual lines, there is need for more valid tests. Employment and training practitioners could help by working with employers whenever possible to eliminate such practices, which may constitute job obstacles to participants. Program operators should also make sure that their own procedures aren't tainted in such a manner.

To check for bias in a measurement approach, review more than the tools; look closely at accompanying manuals, materials, and reporting formats. Consult the literature. Give careful attention to who will interpret the results, and how they will be interpreted.

An **objective measurement** approach contains items for which correct responses may be set up in advance. Scores are unaffected by the opinion or judgment of the scorer unlike subjective measurement in which different persons may assign quite different scores to the same participants in the same episode.

Subjectivity is reduced when measurement instruments are consistent in design and use and scoring is based upon the application of well defined criteria by people who understand what they are doing. However, subjectivity is sometimes hard to avoid. In answer key situations, some interpretation and judgment takes place on the part of the scorer in open-ended questions and essays. No harm is done, if "informed" subjectivity is exercised. In checklists, rating scales, and narrative reports, varying degrees of discretion are present. Checklists, with their right or wrong posture, offer the scorer little margin for error. Narrative reports provide wide latitude in which to translate participant performance into descriptive evaluations. They are not used enough to be a matter of major concern. The biggest problem occurs with rating scales and their posture of looking at what occurred and how well it was done.

Rater subjectivity can make decision makers suspect the data collected through rating scales and necessitate other information to be gathered in order to buttress the ratings. Clarity and precision of meaning help decrease the opportunities for rater subjectivity.

Pivotal steps which can be taken to mitigate the effects of subjectivity in measurement conducted through rating scales, checklists, and narrative reports, include:

- careful selection of scorers (e.g., intake workers, project staff, counselors, instructors, site personnel, and community volunteers)
- in-depth orientation and training of scorers on meaning of terms and directions, conducting of procedures, and handling of results in an accurate and consistent fashion
- pilot testing the checklist and/or rating scale by having two or more people score the same participant(s) in relation to the same situation or product two or more times, and determining inter-rater and intra-rater reliability.

The State of Texas policy calls for the following steps to overcome "purely subjective observation":

> "If observational techniques are used, any locally developed instruments need to be reviewed for appropriateness to the local labor market by a number of employers or other objective parties previous to supervisor or instructor use. This review may reveal the need to refine language, change the weighting of one or more items, or otherwise modify the instrument. Also, training on how to use observational instruments guards against overly subjective evaluations. SDAs may use standardized, previously validated tests if they do not have the in-house capability to develop and field test instruments." (p. 8)

The institution of all these actions — informed choosing, comprehensive training, and thorough field testing — has a common denominator effect on subjectivity. Objectivity becomes the mode, with room still present for the influence of site specific circumstances. Comparability of results makes them more useful to participants and the program. The following graphic — keyed back to Figure 14 — shows even more steps in the complex path toward determining a measurement approach. (See Figure 15.)

Determining the appropriate measurement approach often involves deciding between **criterion-referenced tests and norm-referenced tests.** Criterion-referenced testing measures a participant's performance in relation to a predetermined, absolute standard, and provides explicit information concerning what he/she can or cannot do, independent of the performance of others. If the enrollee performs well enough, he/she achieves the competency; if not, then he/she does not. Norm-referenced testing indicates the relative standing of young people with respect to a given skill, knowledge, attitude, or behavior. It compares a youth's performance with the performance of others. A participant can only attain the competency if he/she does better than enough other enrollees. It seems that prevailing opinion is in favor of young people being judged with respect to how they stand relative to what they are learning, not how each one stands in comparison to others.

FIGURE 15.

"CHECKING UNDER THE HOOD"

* Mark each box with a check if the "major concern" conditions have been met for the applicable measurement approach.

MEASUREMENT APPROACH	MAJOR CONCERNS							
	VALIDITY	RELIABILITY	FREEDOM FROM CONTENT BIAS	FREEDOM FROM CULTURAL BIAS	FREEDOM FROM SEXUAL BIAS	FREEDOM FROM ETHNIC BIAS	FREEDOM FROM STEREOTYPICAL BIAS	OBJECTIVITY
o PE/WM - COG - Labor Market Information - Q/A - Paper/Pencil - AK								
o PE/WM - AFF - Task Completion - Obsn - Real World Setting - C/RS/(NR)								
o BE - COG - Spelling - Q/A - Spoken Inquiries/Replies - AK								
o BE - AFF - Non Verbal Communication - Obsn - Simulated Situation - C/RS								
o BE - PM - Handwriting - PR - Writing Exercise - C/RS								
o JSS - COG - Awareness of Filing Procedures - Q/A - Computer Program - AK								
o JSS - AFF - Handling Customer Complaints - Obsn - Role Playing - C/RS/(NR)								
o JSS - PM - Pipe Threading - PR - Work Sample - C/RS/(NR)								

LEGEND: **PE/WM** = Pre-Employment/Work Maturity; **BE** = Basic Education; **JSS** = Job Specific Skills; **COG** = Cognitive; **AFF** = Affective; **PM** = Psychomotor; **Q/A** = Question and Answer; **PR** = Product Review; **AK** = Answer Key; **C** = Checklist; **RS** = Rating Scale; **NR** = Narrative Report; **( )** = Used, but not much.

C. Selection — Measurement approaches can be created, purchased, obtained from public sources, or assembled with parts from some or all of these alternatives. The most important thing of all is to have a measurement package that makes sense and is congruent with pivotal program factors such as:

- competencies to be taught
- targeting, screening and selection
- characteristics and learning needs of participants
- employability development planning and site assignment
- available activities, services, and curricula offerings
- type of results sought
- labor market conditions
- instructional technology used
- counseling methods employed, and
- configuration of the service delivery system.

It is important to know the reason for measurement, the setting in which it will be conducted, the frequency with which it will occur, and who is to be measured by whom. Also, it helps to know whether or not there is to be uniform application of the same approach to different sites. The issue comes down to developing one's own or using existing tools.

Starting from scratch is expensive. Estimates place the cost of developing one occupational skills test at $20,000. Staff time spent in development can also be costly. In addition, those who are charged with creating measurement approaches really ought to know what they are doing.

Many service delivery areas are presently using some form of measurement. It is worthwhile to consider upgrading this situation by using existing commercial packages or public domain formats rather than developing new tools. The expense is generally likely to be less, and the technical quality will usually be higher, at least for published tests. Published tests are generally reviewed extensively, pilot tested, and revised before publishing. They should still be determined congruent to the program and relevant to the particular situation, however. Both published and unpublished measurement tools ought to be carefully reviewed to be sure that they can provide useful results.

Utilizing Present Resources

Using existing measurement approaches is the alternative to developing your own. Those who wonder about the availability of measurement tools have never been to any education fairs or testing "shows." There are literally hundreds of commercially available packages for measuring learning listed in company catalogues — the "glossies." Such formal (published) devices are largely standardized — designed to be administered and scored under uniform conditions, used to obtain comparable measures in different settings, and usually interpreted in terms of predetermined norms.

A great deal of work on participant measurement in employment and training programs has been done under government contract. The procedures developed in these efforts can be obtained without cost if they can be located, which is not always easy. Start by asking around at meetings/conferences. Check with folks in various JTPA professional associations or run a small request in trade papers/journals. Visit local educators (they really have some good stuff). Work through the Educational Resources Information Center (ERIC) Clearinghouse. Searches conducted through ERIC, operated by the National Center for Research in Vocational Education of Ohio State University, generally yield bountiful results. Check with the Department of Labor, which has conducted extensive research and development activities in measurement over the past two decades. Other sources include the Job Corps, vocational-technical education systems, apprenticeship councils, the job service, and the military (the Armed Services Vocational Aptitude Battery-14 involves no dollar cost to users).

Whether preferences run to commercial products or those grown in the public domain, it is important to make sure that the measurement approach selected is suitable to or usable in the locality. Users should try to avoid making decisions quickly based on too little information. Try not to get overwhelmed by the number of tools available or their seeming complexity. Let sales people make their pitches, but turn them off when the pressure starts. The "best bargain on earth" will probably be there tomorrow. If not, others always seem to be there as replacements. Should hardware and software be involved, try them out — "hands on." Getting empirical evidence for one's self somehow appears more effective than taking somebody else's word about "cut rolls." It is axiomatic that fiscal paucity does not serve as an acceptable excuse for sacrificing measurement excellence and utility.

In determining whether or not a measurement approach fits, it is important to ascertain that the following qualities are present:

- validity, reliability, and freedom from bias
- technical soundness and absence of negative side effects
- relevance to the intended purpose, subject matter, competency statements, environment, and participant population
- satisfactory scope, depth, and coverage of pertinent items
- appropriateness of content, procedures, reading, language and math levels
- clarity, understandability, and completeness of instructions
- solidity of format
- convenience, availability, and accessibility
- adaptability to project settings
- timeliness, applicability, and sufficiency of findings
- speed, efficiency, and effectiveness of administration, scoring, and interpretation of data
- reasonableness of preparation required to conduct (i.e., most localities neither have nor can afford Ph.D. psychometricians to conduct their participant measurement)
- acceptance by staff, participants, service providers, employers and other consumers, and
- manageability of resource requirements.

An SDA ought to know — in advance and in detail — the resource requirements for a particular variety of measurement — fiscal, temporal, spatial, material, personnel. How much does it cost? How long does it take to conduct? How much room is required? What equipment is needed? What number of staff have to be involved? If the answer to any of these queries poses an insurmountable barrier, the approach under consideration may not be the best one to use. It also makes sense to check out the flexibility of the measurement tool, i.e., whether the tool can be separated into sections for use in shorter sessions, or has to be conducted entirely in one long episode.

In looking at a measurement approach, it is important to read test manuals, instructions, users' guides — everything possible, including any published reviews or articles. This can help potential users discover the statistics used, score reporting procedures, potential measurement error or misinterpretation of data, and inadequate preparation of administrators. It may also turn up some instances of out-of-date or unfair instruments, and the

overuse of particular tests. Abstracting a measurement approach can help put it into perspective. One method for doing this (Figure 16) appears as follows:

Figure 16.

Measurement Approach Abstract

Title:

Author:

Availability:
  Publisher —
  Cost —
  ERIC —

Description:
  Purpose/Content —
  Domain —
  Competencies Addressed —
  Descriptors (used for classification of tool) —
  Number of Items —
  Type of Item (e.g., true/false, multiple choice) —
  Intended Population —
  Age/Grade Level —
  Forms (number of forms in which instrument is available) —

Example Item:

Administration:
  Time —
  Response Mode —
  Scoring —

Test Data:
  Validity —
  Reliability —
  Bias —

Comments:

* * *

"Who scores" is a most relevant question where performance-based contracting is used, especially with the strong probability of payment points hinging on the attainment of youth employment competencies.

"What scores" is the more appropriate question when applied to computer managed/assisted instruction.

In the **search and selection process,** it seems only fair to review measurement instruments in a competency mode. The checklists in Displays 9 and 10 provide good examples of how this might be done.

Practitioners and policy makers at the local level may, on occasion, need some outside assistance in selecting a measurement approach. They should always refer to the American Psychological Association – Joint Technical Standards for Educational and Psychological Testing first for matters of technical import. If quandaries arise which require the human touch, there are numerous psychometrists, educational testing and measurement specialists, and consultants. Should an outside person assist an SDA by developing a measurement approach, the format in Display 11 may be used to evaluate the output of this technical assistance.

Display 9.

Performance Test Checklist

Directions: Indicate with a check whether each of the following items was performed at an acceptable or unacceptable level. All items must receive an acceptable rating.

	Acceptable	Unacceptable
GENERAL REQUIREMENTS:		
1. The situation or task is appropriate for the objective.		
2. The evaluation device is appropriate (checklist or rating scale).		
THE CHECKLIST:		
3. Space is provided for student's name, date, evaluator's name, etc.		
4. Directions are clearly written.		
5. The items are clearly written and easy to interpret by student and teacher.		
6. The items are arranged in the sequence in which they are performed.		
7. All important steps of the process are included.		
8. All necessary columns for evaluation are provided.		
9. Space is provided for comments.		
THE RATING SCALE:		
10. Space is provided for student's name, date, evaluator's name, etc.		
11. Directions are clearly written.		
12. The items are clearly written and easy to interpret by student and teacher.		
13. The rating scale contains appropriate choices for rating a student's work.		
14. The items are arranged in the proper sequence.		
15. All qualities of the product, as implied by the objective, are included.		
16. Space is provided for comments.		

(Source: "How to Evaluate Students in a CBVE Program," Maryland State Department of Education, 1978, p. 12)

Display 10.

Attitude Assessment Checklist

Directions: Indicate with a check whether each of the following items was performed at an acceptable or unacceptable level. All items (unless not applicable) must receive an acceptable rating.

	Acceptable	Unacceptable	N/A
1. There is space for student's name, date, and evaluator's name.			
2. Directions or ratings are clearly defined or described.			
3. All items are stated at the comprehension level of the student.			
4. The item or problem is stated so that it will reveal that the student is progressing toward achieving the objective.			
5. The items (or checklist or rating scale) are in a logical sequence.			
6. Acceptable responses are identified.			
7. Points to be given for acceptable responses are specified.			
8. For an oral or essay exam - the item does not require a simple "yes" or "no" answer.			
9. An appropriate rating is used.			

(Source: "How to Evaluate Students in a CBVE Program," Maryland State Department of Education, 1978, p. 28)

Display 11.

"In Re T.A."

1. Were specific competencies selected? How were they selected?

2. Were test specifications prepared, including item formats, appropriate vocabulary and number of test items per competency?

3. Was a list of items matched to competencies developed?

4. Were test items edited?

5. Was the content validity of test items determined?
   - were content specialists, e.g., employer representatives, instructors involved?
   - were student response data collected?

6. Was a re-edit of test items performed?

7. Has the test developer ensured that the test does not violate equal employment opportunity or other legislation, court decision or standards, i.e., Uniform Guidelines on Employee Selection?

8. Were the following steps completed while assembling the test?
   - determined the length;
   - selected the test items;
   - identified conditions for giving the test;
   - prepared directions for both giving and taking the test;
   - prepared test layout and test booklet;
   - prepared scoring key;
   - prepared answer sheet.

9. Were standards set for interpreting individual performance?

10. Was the test administered?

11. Were reliability, validity and norms information collected?

12. Were a user's manual and a technical manual prepared?

(Source: Benchmarking and Assessment: An Approach to Developing Youth Employment Competencies, Gerri Fiala, June 7, 1982, pp. 69-70)

* * *

Any measurement approach developed should be periodically reviewed for refinement and updating, especially in cases where there are changes in major parts of the program — like target group emphasis, teaching techniques, overall goals, or competencies to be learned.

In setting up a measurement approach, extra care should be taken to eliminate factors which would cause **"negative test behavior."** Many young people already have a history of failure by their mid-teens, which manifests itself in test phobia — tuning out, giving up, or turning off. These young people frequently lack the "test wiseness" of their older peers. Their fear, refusal to try, quick discouragement, and low self-esteem are fanned by:

- directions that are not understood either in written or oral form
- instruments with reading levels that are simply too high
- item content, designed for children, which may be simple enough to understand, but uninteresting or insulting (this can damage motivation to perform), and
- seeming irrelevancy of the measurement approach to their daily lives.

Centralized measurement is usually preferable to decentralized measurement, with the emphasis being similarity in approach and procedure, not necessarily physical occurrence in a single place. Methods for screening, determining need, satisfying entry requirements, making activity and site assignments, and ascertaining gain should be comparable — if not standardized — across an SDA. Checking participant progress at intervals may not be amenable to a commonality framework, especially in localities with scattered service providers and less than optimum coordination. Measurement for instructional management has varying requisites for scope, frequency, intensity, and quickness of turnaround, depending on each youth's circumstances and the nature of his/her learning progression.

In nearly all situations, it is helpful to have at least one staff person with **expertise in measurement** to ensure that things are done properly. This includes linking psychometric principles with program pragmatics — working with counselors and instructors to make sure that appropriate content is being measured and that participant characteristics are well understood. Such interaction is even more important given the increasing use of computers in measurement and teaching.

In a growing number of localities, agencies are seeking to establish **coordinated measurement approaches.** Doing this generally requires a formal or informal agreement which specifies the rationale, policy and procedural guidelines, roles and responsibilities, and means of quality control. The following graphic suggests an outline for such a venture.

Display 12.

Format for Agreements

1. Introduction or statement of the nature of the agreement.
2. Purpose and goals.
3. Administrative relationship.
4. Referral procedures.
5. Service provisions.
6. Financial responsibilities.
7. Exchange of information.
8. Joint community relationship.
9. Functions of operating personnel.
10. Statement of time, duration and revision of the agreement.

(Source: Strategies for Developing a Coordinated Vocational Assessment Process for Youth, Vocational Studies Center — School of Education, University of Wisconsin-Madison, March, 1983, p. 59)

* * *

Such a coordinated approach can benefit service providers and those being served. It improves communication between agencies and maximizes services. Measurement results are more fully incorporated into the structure of each youth's individual training or education plan. Measurement results may also be better used in assessing what each young person needs to learn, and then in serving as the basis for evaluating whether these objectives have been achieved.

When an organization moves into the realm of measurement and testing, it encounters **some additional concerns**, such as equal employment opportunity, affirmative action, right to privacy, written consent for disclosure, and related legal issues. They are as pivotal in integrating well founded measurement approaches with the institution of competency-based employment and training systems as are answers to the why, what, how, who, when, and where questions previously posed.

Findings from sound measurement approaches can be used as vital constituent elements of:

- program management and administration
- client flow coordination
- requests for proposals
- planning and funding
- performance-based contracting
- monitoring
- performance standards incentive awards
- project modifications and revisions, and
- corrective action.

Creating Anew

There are those who will want to **develop their own** measurement tools. They may consider oral and written questions which measure whether people have acquired knowledge or can apply knowledge, e.g., by mentally solving a problem. Seems simple enough, until the time comes to consider the advantages and limitations of various question types: multiple choice, true/false, matching, completion, short answer, and essay. The graphic on the following page shows some of the "early" concerns in doing your own. (See Display 13.)

After digesting the advantages and disadvantages of the different varieties of questions, some will still want to pursue creation. When developing written or oral questions, they should be able to answer all of the general queries in Display 14 in the affirmative. (See Display 14.)

Assuming that the inquiries in Display 14 are handled adequately, those still wishing to develop their own question and answer tools move on to more in-depth exercises. They should be able to answer all of the more specific queries that follow on multiple choice and open-ended questions in Display 15 with the same unanimous voice of affirmation. (See Display 15.)

Display 13. **Advantages and Limitations of Written Test Items**

Type of Test Item	Advantages	Limitations
Multiple Choice	1. Eliminates subjective scoring. 2. Reduces guessing. 3. Is versatile — can be used to measure recall of knowledge or application of principles.	1. Is difficult to write good items. 2. Is sometimes hard to find good options. 3. Requires longer student response time than true-false items.
True-False	1. Allows the instructor to ask questions about a large content area in a short amount of student time. 2. Eliminates subjective scoring. 3. Is a realistic task for many students in that they are often asked to judge the truth of a statement in real life.	1. Encourages student guessing. 2. Is often misused to test unimportant or highly specific information. 3. Is fairly limited to recall of information. 4. Is difficult to construct good, unambiguous items.
Matching	1. Can test large amount of factual information in a relatively short time. 2. Eliminates subjective scoring. 3. Is useful in assessing student's ability to match words with definitions, events with places, concepts with words or symbols, etc.	1. Is often difficult to develop a good set of matching items.
Completion	1. Reduces the chances of the student guessing the correct response. 2. Is relatively easy to construct.	1. May not be as objective to score as multiple choice, true-false, or matching. 2. Is limited to recall of information rather than application of principles in new situations.
Short Answer and Essay	1. Is relatively easy to construct. 2. Can measure more types of complex achievement. 3. Can place emphasis on larger units of instruction. 4. Requires the student to organize an original response. 5. Reduces possibility of student guessing correct answer.	1. Is time-consuming to score. 2. Limits the area to be tested since more time is required for each student response. 3. Is difficult to score objectively. 4. Confounds the student's ability to communicate in writing with the actual ability to answer the question.

(Source: "How to Evaluate Students in a CBVE Program," Maryland State Department of Education, 1978, pp. 13—14)

Display 14.

General Criteria

1. Have I avoided using items that are presented in an ambiguous fashion?
2. Have I followed standard rules of punctuation and grammar in constructing items?
3. Have I constructed only items that have right or clearly best answers?*
4. Have I kept the reading difficulty of test items low enough for the people being tested?
5. Have I avoided constructing the items from statements taken verbatim from instructional materials?
6. If any items are based on an opinion or authority, have I stated whose opinion or what authority?
7. Do items avoid offering clues for answering other questions?
8. Do the items avoid irrelevant clues?
9. Have I avoided making any items overly difficult by requiring unnecessarily exact or difficult operations?
10. Do my items avoid using words such as "always," "never," "none," "all?"
11. Have I avoided trick questions?
12. Have I checked the questions with other knowledgeable people to try to eliminate ambiguity, technical errors, and other errors?
13. Do the questions try to measure only a single idea?
14. Have I restricted the number of question formats in the measurement instrument?
15. Were the most "valid" formats used?
16. Have I grouped questions presented in the same format?
17. Do the correct or desired answers follow essentially a random pattern?

*Applies only to knowledge tests.

(Source: Ready to Work, Northwest Regional Educational Laboratory, August, 1981, pp. 51-52)

* * *

Display 15.

Criteria for Multiple Choice Questions

1. Is each question designed to measure a desired competency?
2. Does the item stem* clearly define a problem?
3. Have I included as much of the item in the stem as possible?
4. Have I avoided irrelevant material in the item stem?
5. Have I avoided grammatical clues in the item stem?
6. Have I kept to a minimum the number of negatively stated item stems?
7. If the negative is used in an item stem, have I clearly emphasized it?
8. Is there one correct or clearly best answer?**
9. Have I avoided the use of answers such as "all of the above" and "none of the above?"
10. Have I made sure that all answers are grammatically consistent with the item stem and parallel in form?
11. Have I avoided stating the correct or desired answer in more detail?
12. Have I made sure that all distractors*** represent plausible alternatives to examinees who do not possess the skill measured by the item?
13. Have I avoided including two answers that mean the same, such that both can be rejected?
14. Have I avoided the use of modifiers like "sometimes" and "usually" in the alternatives?
15. Have I made sure to use important sounding words in the distractors as well as in the correct or desired answers?
16. Are all answers the same level of complexity?
17. Have I made the answers as alike in style as possible?
18. Have I varied the length of the correct answer, thereby eliminating length as a potential clue?
19. Have I listed answers on separate lines, beneath each other?
20. Do I have sufficient questions (usually at least three) measuring each concept, to ensure reliable results?
21. Have I used new material for the students in formulating problems to measure understanding or ability to apply principles?

Criteria for Open-Ended Questions

1. Are these types of questions only being used when multiple choice ones are inappropriate?
2. Are the questions closely matched to the competencies they were written to measure?
3. Does each question present a clear task to the student?
4. Is there sufficient time for answering questions?
5. Are examinees aware of the time limits?
6. Do examinees know how many points each question is worth?
7. Is new and/or interesting material used in the questions?
8. Do questions start with words or phrases such as "Compare," "Contrast," "Give the reason for," "Give original examples of," "Explain how," "Predict what would happen if," "Criticize," etc.?
9. Has an "ideal" answer to each question been prepared before administering the instrument?
10. Have scoring procedures been established for each question?
11. Have questions been avoided which can be answered by a simple "yes" or "no?"

---

* An item stem is the part of the question or statement presented prior to the list of alternative answers.

** Applies only to knowledge tests.

*** Term used to refer to incorrect answers.

(Source: Ready to Work, Northwest Regional Educational Laboratory, August, 1981, pp. 52-53)

* * *

There are those who will want to do their own checklists and rating scales. This makes some sense, because not as many approaches are available in the affective and psychomotor domains as there are in the cognitive. Those developing their own checklists and rating scales should use the guide in Display 16 to help them think through the undertaking before actually making the attempt.

Checklists and rating scales will contain explicit criteria for measuring participant performance, if constructed properly. Display 17 presents points to remember in developing checklists and rating scales.

Display 16.

Observation and Product Review Development Guide

Stimulus Description

1. What form will the situation take?

   ______ a. simulated situation
   ______ b. on-the-job situation

2. What specific tasks will the examinee be called upon to do, and what will the instructions be?

3. How will the tasks be described to the examinee?

   ______ a. no description beyond that which is regularly provided as part of the actual work environment
   ______ b. written description
   ______ c. oral description
   ______ d. other (specify)______________________________

4. Will the criteria of acceptable performance be made explicit as part of the exercise?

   ______ a. yes
   ______ b. no

Response Description

1. What is to be evaluated?

   ______ a. a product
   ______ b. a process

2. How much evidence of proficiency will be gathered?

   ______ a. one exercise, one time
   ______ b. multiple exercises, one time
   ______ c. multiple excercises, over a period of time

3. Will the examinee be aware that the evaluation is taking place?

______ a. yes
______ b. no

4. Describe the actual nature of the desired response.

Scoring Description

1. What will be rated?

______ a. overall performance
______ b. individual components of performance

2. State the specific scoring criteria.

3. Who will do the rating?

______ a. trainer/instructor
______ b. supervisor
______ c. peer
______ d. subordinate
______ e. self
______ f. other (specify) ______________________________

4. Must the rater(s) be trained? If so, by whom and how?

5. How will the rater record performance ratings?

______ a. checklist of attributes present or absent
______ b. rating scale of degree of quality
______ c. verbal description of performance
______ d. other (specify) ______________________________

(Source: Ready to Work, Northwest Regional Educational Laboratory, August, 1981, pp. 42-43)

* * *

Display 17.

In Developing a Checklist

1. Each item should be stated simply and clearly so that the student, teacher, and/or employer involved in the evaluation understands what is expected.

2. The items should be the important parts (critical steps) of the skill, not the trivial points that are common knowledge to the student.

3. The sequence of the items should be the same as the sequence of steps needed to complete the task.

4. Items that should be included on a checklist are:
   a. Student name

  b. Date of observation
  c. Name of evaluator and title
  d. Directions
  e. Title of task
  f. The list of items or steps that must be accomplished
  g. Columns for Yes/No, Accomplished/Not Accomplished, Acceptable/Unacceptable. An N/A column may be needed for a situation where an item may not apply.
  h. A section for comments about the work.
  i. If students are to use the checklist, leave columns or a section for them to evaluate their work.
  j. If frequency or time taken to perform the task is important, a column needs to be provided for this information.

In Developing a Rating Scale

1. The items should include all the essential criteria necessary to have a satisfactory product.

2. The items should be broken into components that can be rated, such as the color, texture, appearance, and flavor of a baked cake.

3. Each component listed should be rated according to how close it comes to the criteria specified in the performance objective.

4. The overall scale should be clear, simple, and easy to use for the evaluator, and should provide a range of choices.

5. Items that should be included on a rating scale are:
   a. Student name
   b. Date of observation
   c. Evaluator's name and title
   d. Title of the product or task being evaluated
   e. Directions
   f. The list of items or components that will be rated
   g. A column for rating
   h. A section for comments
   i. If student is to rate the work, a column identical to the one that the evaluator will use
   j. An N/A column may be needed for situations where a particular item may not apply to the rating.

(Source: "How to Evaluate Students in a CBVE Program," Maryland State Department of Education, 1978, pp. 5-6)

5. Employability Development Plan

The employability development plan (EDP) is a written document which highlights an active intervention strategy for each youth. It is formulated by program staff interacting with the participant. The EDP (also known as individual education plan and individual training plan) identifies:

- where the enrollee is now (assessment results, strengths, possession of "ABC" competencies)
- where he/she wants to be (interests/aptitudes, short/long range goals and objectives, post program labor market status sought)
- barriers in the way (assessment results, weaknesses, lack of "XYZ" competencies)
- plan of action to overcome obstacles (acquiring of "XYZ" competencies through related activities, evaluating results (competency gains), obtaining employment).

A critical element in competency-based programming, employability development planning means more than merely completing a plan in mechanical fashion. It means **incorporating assessment data** concerning needs determination, capacity to function in various activities and services, and suitability of placing youth in certain settings, into an holistic process which (a) plots the best course for each young person's participation, and (b) yields a high return on investment for the enrollee, the program, and the community.

In order for an SDA's youth employment competency system to meet the requirements for being considered sufficiently developed, it must contain employability development/individual education plans which should use assessment results in assigning enrollees to the right learning activities at the appropriate sites. Young people should not be placed into a component or service just because a position or slot is open. Matching should always precede intra program placement. Employability planning should not simply be "lock-step" by the numbers. Intuition, "gut feeling," and experience all play a part. The point is to combine measurement with staff and participant perceptions to produce the best plan of action possible.

The development of an EDP requires that the participant and a program staff member — usually a counselor — work closely together to determine the young person's present strengths and weaknesses and what the youth's future labor market preferences and aspirations are. Some of this data comes from the screening and assessment stages, while other information has to come first hand. By comparing goals and objectives with existing capabilities (or lack thereof), personal situation, and environmental circumstances, the two parties identify present barriers to future success. They then design an active strategy to surmount these obstacles through demarcation of learning objectives to be achieved, delineation of the activities, curricula, or training modules teaching needed competencies, and the steps to follow in finding and getting the desired post program labor market status. Implementing the action plan involves both participant and counselor in pursuing mutually agreed upon goals through mutually arrived at methods. It thus makes sense for both to clearly understand the implications of their commitments.

An enrollee is not likely to know much about the program or what his/her concurrence with the plan means. The counselor ought to provide the young person with factual information that will enable him/her to make informed decisions. This mirrors the focus of employment counseling — helping youth understand themselves and be aware of available resources and alternatives so that they can choose a viable course of action toward employment, further schooling, military service, or additional training. Young people will benefit more from the total process by knowing and internalizing the purpose of the EDP. They ought to be aware of what they are doing, and why.

The steps to be taken in carrying out the EDP should be jointly decided upon, fully understood, and accepted by the youth and the counselor. This way, the young person is given the opportunity to take responsiblity for accomplishing the actions set forth in the plan, thereby increasing the chances for success.

EDPs should always be written for the benefit of the participant and the counselor or other staff person sharing responsibility. The employability development plan is a contract covering jointly agreed upon tasks to be performed by the youth, resources and time to be committed by the counselor, and coordinated efforts to be expended by both to (a) meet the participant's competency needs and (b) obtain the desired post program labor market objective. In the case of special needs youth, parents should also be involved.

The EDP must be more than a vague listing of goals — it is a precise roadmap for determining and remediating problems, identifying competencies to be attained, and obtaining employment. It can be a meaningful counseling tool to help enrollees make realistic career decisions. The individualized EDP is often used as a recording mechanism to track participant progress by listing diagnosis of need, action steps prescribed, and results of treatment. It serves as a management "warning light" device to facilitate updates and revisions, as necessary.

Employability development plans should reflect the concept that employment and training programs should not try to be all things to all people. EDPs are still multidimensional, and to be optimally functional, ought to contain the information found in Figure 17.

Figure 17.

"EDP Data"

A. Present Circumstances:

Intake/ Eligibility	Personal/ Environmental	Background	Competencies Already Possessed	Interests/ Aptitudes
(as appropriate)	food/clothing/housing health transportation family support child care disabilities criminal record welfare personal adjustment financial (if in-school, any scheduling conflicts)	work education training community involvement avocations hobbies credentials	relevant to program offerings and requisites for entry to certain components and activities	preferences potential

B. Future Labor Market Goals:

Employment	Apprenticeship	Military Service	Further Schooling	Non-Title II Training

(Both short and long term, as appropriate, with a particular objective selected for post program focus.)

C. Barriers to Desired Post Program Status:

Skills	Knowledge	Attitudes	Behavior	Other
(Identified as deficits in assessment, and related to future goal).				(from Personal/Environmental and Background)

D. Intervention Strategy:

Activity Assignment(s)	Site Assignment(s)	Status Acquisition Steps	Ancillary Factors
(Matches in both made pursuant to facilitating competency acquisition needed for obtaining post program labor market status.)		supportive services needs-based payments job development	(Notation of projected site contact and post program follow-up requirements, general timeframes, estimated costs, and resources to be consumed based on planned units of service.)

The following are suggested criteria for the development and maintenance of EDPs in order to comply with the requirements of a sufficiently developed youth employment competency system:

- written EDPs that are mutually formulated — as a contract — between the program (usually represented by a counselor) and the participant, and signed by each party.
- information on enrollee competency needs to justify activity and site assignments; no positive terminations for the attainment of youth employment competencies will be accepted if need is not ascertained through the EDP process. (If a competency deficiency is identified later in the program, the EDP should be updated.)
- rationale explaining choice of particular curricula, training modules, services, and project settings/contractors.
- copy of EDP given to participant, and parents where appropriate.
- original EDP and all revisions kept in youth's permanent file.
- employability development/individual education-training plan process commences within fifteen working days from the date of enrollment.
- review of EDP by program staff and participant at least once every three months, with modifications made as needed.

Many programs will only have to add a competency page to their existing EDPs to catch up. An example of this type of situation can be seen in Display 18, which comes from a curriculum designed by MDC, Inc.

Display 19 shows a comprehensive EDP format that was prepared for the City of Los Angeles by Brandeis University. The appendix for this chapter contains an example of a good EDP — from a bygone era —which would need just a little reformatting (and Wite-out) to make it ready for use in JTPA.

Display 18.
BOS/EDP (81)

EMPLOYABILITY/EDUCATIONAL DEVELOPMENT PLAN

Participant's Name ________________________ **Soc. Sec. No.** ____________

Address: ________________________ **Phone No.** ____________

Age: ________ **Sex:** ( ) Male ( ) Female

Enrollment Date: ____/____/____ **Developmental Date:** ____/____/____

I. EMPLOYABILITY READINESS ASSESSMENT

A. Educational History: ________________________

B. Employment History: ________________________

C. Testing:

Type	Date Administered	Results

D. Employment/Educational Goals:

EMPLOYMENT		EDUCATIONAL	
Present	Future	Present	Future

E. Other Factors (related to Employment/Educational Goals):

II. EMPLOYMENT/EDUCATIONAL/BARRIERS

Specific Problems

- ☐ Basic education
- ☐ Lacks H.S. Diploma/GED
- ☐ Lacks vocational skills
- ☐ Lacks employment experience
- ☐ Transportation
- ☐ Legal problems
- ☐ Health
- ☐ Housing
- ☐ Child care
- ☐ Marital problems
- ☐ Other

III. SPECIFIC EMPLOYMENT AND TRAINING/EDUCATIONAL GOAL(S)

IV. ACTION STEPS TO MEET GOAL(S)

Steps	Beginning Date	Ending Date

V. STATEMENT OF UNDERSTANDING

This individualized Employability/Educational Development Plan has been developed in mutual cooperation and agreement with one of the main purposes being to transition from this program into employment.

Enrollee signature: ______________________ Date: ______________

Agency Representative Signature: ______________________ Date: ______________

VI. PERIODIC REVIEW

Review Date(s)	Comments

Display 19.

CITY OF LOS ANGELES

PILOT YOUTH COMPETENCY SYSTEM
EMPLOYABILITY AND EDUCATION DEVELOPMENT PLAN
(EEDP)

DRAFT

SECTION I Participant Background

1. Name	2. Social Security #	3. Date of Application

4. Address	5. Telephone No.
	6. Date of Birth/Age

7. Sex	8. Ethnic Group	9. Target Group	10a. Educational Status

b. Name of School (current or last)	c. Grade	d. Major Course of Study

e. Academic Standing	f. Educational Goals

11. Personal/Vocational Skills and Hobbies

12. Work Experience

Type of Work	Employer	Duration	Reason for Leaving

13. Personal Background

Transportation ______________ Dependents ______________________

Driver's License ____________ Language Barriers _______________

Physical Restrictions ______ Other _________________________

14. Employment Goal

15. Perceived Barriers To Vocational/Occupational Goals

Date Counselor

SECTION II Competency Assessment and Measurement

ENTRY ASSESSMENT Results and Comments — Date of Assessment

Mastery Test(s):

Standardized Test(s):

MID POINT ASSESSMENT Results and Comments — Date of Assessment

Mastery Test(s):

Standardized Test(s):

EXIT ASSESSMENT Results and Comments — Date of Assessment

Mastery Test(s):

Standardized Test(s):

SECTION III Summary of Employment Training Needs

A. TRAINING
- ☐ Basic Education Skills Remediation
  - ☐ Reading
  - ☐ Writing
  - ☐ Arithmetic
- ☐ GED, High School Diploma
- ☐ Work Site Training
- ☐ Pre-employment Skills
- ☐ Work Maturity Skills
- ☐ Work Experience
- ☐ Vocational Training
- ☐ Health Care
- ☐ PIC Certification of Employability
- ☐ Other ____________________________

  ____

B. SUPPORT SERVICES
- ☐ Transportation
- ☐ Child care
- ☐ Family Planning
- ☐ Residential
- ☐ Medical (including nutritional)
- ☐ Other ____________________________

  ____

SECTION IV Individualized Training Plan

EMPLOYMENT GOAL: What you want to do and when you want to do it

PRESCRIBED EMPLOYMENT AND TRAINING SERVICES: How you will prepare for it

SERVICE	PROVIDER	SCHEDULED DURATION	COMPETENCY GOAL
☐ Basic Education Skills Remediation			
☐ Reading			
☐ Writing			
☐ Arithmetic			
☐ GED, High School Diploma			
☐ Worksite Training			
☐ Pre-employment Skills			
☐ Work Maturity Skills			
☐ Work Experience			
☐ Vocational Training			
☐ Health Care			
☐ PIC Certification of Employability			
☐ Other ___________________________			
_________________________________			

SUPPORT SERVICES MADE AVAILABLE: What kind of extra help we can provide

SERVICE	PROVIDER	SCHEDULED DURATION
☐ Transportaion		
☐ Child Care		
☐ Family Planning		
☐ Residential		
☐ Medical (including nutritional)		
☐ Other ___________________________		
_________________________________		

SECTION V Transfer and Completion Record

PROGRAM TRANSFER

DATE	REASON	SERVICE/PROVIDER

PROGRAM COMPLETION/TERMINATION

DATE	TOTAL TRAINING HOURS INVESTED	REASON

SECTION VI Employability Competencies Recognized by the Los Angeles Private Industry Council

SUMMARY OF INDIVIDUAL ACHIEVEMENT RECORD

Key to Achievement Record

[+] Tested Through	[x] Mastered as Result of Training
[/]Working On, Assigned	[ ] Not Assigned or Offered

* * * * * * * * * * *

1. PRE-EMPLOYMENT SKILLS: Career planning and job preparation through classroom training

*[+] [x] indicates complete and acceptable product or mastery test in participant file

	DATE STARTED	 COMPLETED	*MASTERY STATUS
1.1. Formal assessment of capabilities and interests			[ ]
1.2. Development of career/training plan			[ ]
1.3. Preparation of full personal budget/money management plan			[ ]
1.4. Demonstrated job search skills			[ ]
1.5. Preparation of resume/career passport package			[ ]
1.6. Preparation of job applications			[ ]
1.7. Demonstration of successful job interview			[ ]

2. BASIC EDUCATION SKILLS: Employment related reading, writing, computation

[+] [x] indicates complete and acceptable mastery tests in participant file

2.1. Basic level (Grade 5 equivalent)			
Reading			[ ]
Writing			[ ]
Computation			[ ]
2.2. Intermediate (Grade 8 equivalent)			
Reading			[ ]
Writing			[ ]
Computation			[ ]
2.3. Advanced (GED, H.S. diploma equivalent)			
Reading			[ ]
Writing			[ ]
Computation			[ ]
or			
GED			[ ]
H.S. diploma			[ ]

3. WORK MATURITY SKILLS: Work habits, attitudes, behavior and skills
*[x] indicates participant has achieved a rating of satisfactory or better on detailed performance appraisal. Appraisals all on file.

	DATES OF PERFORMANCE APPRAISAL	*MASTERY STATUS
.1. Demonstrated positive work attitudes and habits		
Review Session 1		☐
Review Session 2		☐
Review Session 3		☐
Review Session 4		☐
Review Session 5		☐
Review Session 6		☐
.2. Demonstrated appropriate personal appearance		
Review Session 1		☐
Review Session 2		☐
Review Session 3		☐
Review Session 4		☐
Review Session 5		☐
Review Session 6		☐
.3. Demonstrated worksite/classroom dependability		
Review Session 1		☐
Review Session 2		☐
Review Session 3		☐
Review Session 4		☐
Review Session 5		☐
Review Session 6		☐
.4. Demonstrated effective working relationships with peers		
Review Session 1		☐
Review Session 2		☐
Review Session 3		☐
Review Session 4		☐
Review Session 5		☐
Review Session 6		☐
.5. Demonstrated effective working relationships with supervisor/authority		
Review Session 1		☐
Review Session 2		☐
Review Session 3		☐
Review Session 4		☐
Review Session 5		☐
Review Session 6		☐
.6. Successfully operataes job related equipment/ machinery		
Review Session 1		☐
Review Session 2		☐
Review Session 3		☐
Review Session 4		☐
Review Session 5		☐
Review Session 6		☐

SECTION VI (Continued) Employability Competencies Recognized by the Los Angeles Private Industry Council

4. JOB SPECIFIC SKILLS: Specific vocational skills required to reach individual employment goal

*[+] [x] indicates complete and acceptable product or mastery test in participant file

COMPETENCY AREA: ____________________________

SPECIFIC SKILL	DATE STARTED	 COMPLETED	*MASTERY STATUS
4.1.			[ ]
4.2.			[ ]
4.3.			[ ]
4.4.			[ ]
4.5.			[ ]
4.6			[ ]

COMPETENCY AREA: ____________________________

4.1.			[ ]
4.2.			[ ]
4.3.			[ ]
4.4.			[ ]
4.5.			[ ]
4.6			[ ]

SECTION VII Participant Follow-up and Counseling Notes

DATE	INFORMATION

SECTION VII (Continued)   Participant Follow-up and Counseling Notes

DATE	INFORMATION

6. Curricula, Training Modules, and Behavior Modification Approaches

A. Concept — Youth employment competencies are developed and recognized by the PIC. Assessment of participants shows what learning needs they have. The employability development plan charts a course to remedy deficiencies. Interval progress checking denotes advancement. Evaluation indicates gain through participation in the program. What addresses PIC competencies with which enrollees have problems, causes growth to occur, and enables achievement to be recorded and rewarded? The core of a program, however, is that part where teaching and learning take place — the curricula, the training modules, the behavior modification components. These are the means through which the treatment — diagnosed as necessary in assessment and prescribed as a remedy in the EDP — is actualized and brought to fruition.

In order to meet the requirements of a sufficiently developed youth employment competency system, there must be focused curricula, training modules, or behavior modification components which teach the employment competencies in which youth are found to be deficient. "Teach" to some will connote the highly technical or esoteric. This is a misconception. Those who enable young people to learn are teachers. The ranks of teachers include:

- classroom skills trainers
- community resource persons showing youth how to act in an interview
- OJT employers
- reading instructors
- youth tryout employment site supervisors
- job search counselors.

All of these people are involved in making program activities and services — and their formal/informal means of instruction — relevant to helping youth achieve the competencies they need to successfully enter the labor market.

Realistically, the design and implementation of program components are not held in abeyance until after competencies are formulated and young people are brought into the program. The causal chain is rarely that neat. However, the development and institution of youth employment competencies ought not hinge totally on the (present) existence of particular project offerings either. Some congruent and functional relationships — a balancing effect — should exist between client characteristics, program services, local labor market factors, results sought, the SDA's operational configuration, and teaching modalities used.

Youth employment competencies must be accounted for in curriculum formulation, lesson planning, instructional formats, and selection of material. Those at program sites must map out how best to assist youth in attaining occupational skills, reading and math proficiency, good workplace habits, and job hunting expertise.

Youth programs seek to improve the employability and employment prospects of enrollees. As young people grow, they pass through various learning stages and phases of labor market participation. Intervening in this process requires a developmental perspective encompassing prevocational preparation, formative job exploration and experience, training and remediation, and unsubsidized career entry work. Growth in these different areas can occur simultaneously. The key is to translate understanding into action and knowledge into behavior by providing the appropriate services to the right participants at the proper time.

Research and experience have shown that the most effective way to nurture and facilitate enrollee advancement in an employment and training program is to provide youth with an incubation period and then a progression of sequential activities and services with ever increasing degrees of difficulty. Input is usually related to output — improper worksite behavior built up over a period of years is generally not "corrected" by a two week intervention effort, not with any lasting benefit. A young person usually does not become familiar enough with or functionally proficient in the workings of the labor market in three days, at least not starting from the level of need representative of those historically served in such programs.

An approach such as the **hierarchy of career development** (HCD), which offers a comprehensive, long-term range of components and activities capable of making young people employable and job ready, can be extremely effective in preparing participants to enter/re-enter the world of work. A number of successful programs have embraced HCD, developed by Oetting, Cole, and Miller and explained in their 1974 work Hierarchy of Career Development. The foremost practitioner of HCD is the Greater Peninsula Job Training Consortium in Hampton, Virginia. This SDA has established HCD's sixteen stages/levels in a step-by-step learning progression, with projects organized on that basis, and youth employment competencies tied to the various plateaus. For an in-depth explanation of the hierarchy of career development, see the appendix section keyed to this chapter.

B. Practice — An overall learning approach comprises a group of activities, services, and courses that, operating collectively, are expected to achieve a well-defined set of broad-based goals and related specific objectives for an identifiable population, often within a certain time frame, by providing a balanced menu of offerings.

To operate a well founded competency-based program it is necessary to delineate — in writing — the designated purpose and operational particulars of each significant subpart of a learning approach. These segments are variously called activities, services, and courses, and are delivered through curricula, training modules, behavior modification components, and other vehicles. The structure, sequence, and process of delivery ought to constitute a group of individual parts that have carefully designed interrelationships, and function as a whole.

The means of describing such learning strategies are numerous and varied, depending on the scope involved — catalogue, syllabus, course outline, curriculum guide. Some SDAs offer everything by "activity only," e.g., a classroom training course in automotive mechanics can only be taken in its entirety. Others may operate on a modular basis, letting a young person work on only that portion of an occupational skill in which he/she is weak, e.g., "turning the drums" is the last thing a youth has to learn before being certified as a brake specialist.

In either example, the program needs to be grounded in a competency-based mode, and tied to the competencies to be taught and measured. The organizing tool for this is the curriculum guide.

Curriculum guides contain a description of the activities, services, courses, curricula, modules, and components offered in relation to competencies which must be achieved. The general description is broken down into more specific lesson and unit plans which contain major and minor groupings of content, so linked because of similar nature and ease of learning. The curriculum guide descriptions, lesson plans, and unit plans explain what is to be taught/learned — the subject matter.

The rest of the curriculum guide covers instructional formats, teaching aids and materials, and participant actions — how the topic will be taught/learned, and in which order. These items include the different methods and techniques used to facilitate learning, and the chances young people will have to practice applying the skills, knowledge, attitudes, and behaviors appropriate for them. The mosaic ranges from teacher-centered lecture to learner-centered automated mechanisms such as computer assisted/managed instruction.

Learning approaches feature the functional acquisition of youth employment competencies in a performance-based format, with distinctive ways of measuring achievement in cognitive, affective, and psychomotor domains. Curriculum guides should reflect consideration of enrollees' needs, and provide the intervention assistance necessary to enable participants to demonstrate desired competencies, sometimes in a way that integrates capacities from all three domains.

The development and implementation of competency-based efforts assures that those youth found successful can perform according to specifications required in the labor market. It also assures that teaching/learning is relevant. The systems approach is a logical and integrated combination of resources and procedures to accomplish a specified purpose. For the most part, the idea is not new, but doing it certainly seems to be.

There needs to be a growing awareness that people have different learning styles and perceptual capacities. Some learn best through visual perception (reading/viewing), others through aural perception (listening), and still others through manipulation (doing things). Youth must be taught how to learn. The following lesson from the Nevada State Department of Human Resources Job Club Manual makes the case rather well. This particular manual is for the learning disabled, but the points made apply loudly and strongly across the board.

Display 20.

THE JOB CLUB
WHAT HAVE YOU LEARNED? HOW?

Your Instructor has been helping you learn how to learn, learn how to adapt yourself to your learning disability. You've been shown that we learn:

1%	through taste
1.5%	through touch
3.5%	through smell
11%	through hearing
83%	through sight

As a typical learning animal, you can see how your learning disability, whatever it is, can affect what and how you learn anything. You have also learned that, as a learning animal, we retain:

10%	of what we read
20%	of what we hear
30%	of what we see
50%	of what we both see and hear
80%	of what we say
90%	of what we say as we do a thing and experience it.

ASSIGNMENT:

As your next to last assignment in the Job Club, examine your new job and write down the best way for your new supervisor to train you for the job. Describe the job as well as you have to so the Job Club Instructor can help you rehearse what you need to explain to your new supervisor. Then you can learn as fast and as well as you possibly can the demands of your new job.

Good luck!

* * *

Many states have cited the importance of curricula, as well as related activities and services. The State of Texas requires that in "the pre-employment/work maturity area, the competencies must together constitute a complete curriculum which, if successfully completed, will help prepare a participant for entry-level employment." (p. 7)

The challenge comes in determining what particular teaching/learning tools from the wide array available are suitable — by adoption or adaptation — to the requirements of certain enrollee groups as they seek to acquire competencies in one, some, or all of the areas. The choices can be made from among the following, which constitute — at best — very partial listings of general activities/services, and specific instructional formats:

Activities/Services

- skills training — on-the-job, vestibule, tailored/customized, institutional, classroom, less-than-class/individual referral
- tryout employment
- work experience
- internship
- cooperative-distributive education
- vocational exploration
- GED/academic classroom/basic education remediation
- English-as-a-Second-Language/Standard English-as-a-Second-Dialect
- job search workshops/job clubs
- blocks of sessions on: proper work habits, attitudes, and behavior patterns; world of work awareness; labor market knowledge; occupational information; values clarification; career decision making; assertiveness; motivation; coping; interpersonal relations
- counseling and guidance
- 90 day follow-up assistance.

Instructional Formats

- lecture/didactic/verbal presentation
- discussion/interaction/question and answer/give and take
- drill and practice
- independent learning-self instruction/peer to peer/full-partial size class/guest speakers-panelists/teacher-supervisor
- one-on-one/small group process/large group process (with groups having a leader or not)
- computer assisted-managed instruction/audiovisual/media
- paper-pencil/texts/printed materials/worksheets-workbooks/handouts
- problem solving exercises/games/puzzles/brainstorming
- utilization of props/mock ups/equipment/machines
- modeling/mirroring/role playing/demonstration
- simulation/"laboratory"/tours/observation/shadowing
- hands on/experiential/work crew
- real world participation/site rotation/community involvement.

Understanding how activities and services interrelate with instructional formats helps program operators decide when and if to teach basic education through the use of computers. If the fear of advanced learning technology is not rampant in an SDA, and the hardware and software can be accessed with minimal resource drain, the idea seems to be a good one. Generally, 80 — 100 hours of computer instruction can produce an average one grade level gain for participants in reading and math.

The operative principles of a learning approach are often key factors in overall effectiveness. A focus on mastery learning over minimum competency testing means that youth will be encouraged to go as far as possible, rather than simply stopping at the lower level of acceptable performance in demonstrating the acquisition of youth employment competencies.

The question of **standardized or individualized programming** arises constantly, often with a fair amount of misunderstanding of "what the other person means." Not many localities have the wherewithal to run true individualized programs — across competency areas — in which each young person: (1) has separate competencies developed specifically for him/her, (2) learns either from activities and components that seem to be created for each enrollee's own situation or from services that are purchased from local vendors on a per slot, as needed basis, and (3) moves at his/her own speed toward end of program ad hoc evaluation procedures. On the other hand, not many SDAs would want to operate a true standardized program which has everybody learning the same things in the same way through the same means at the same time.

Many programs are standardized to the extent that they teach the same competencies through a fairly finite set of offerings and determine gain by the same means. However, they are individualized in the sense that each young person tries to attain only those competencies in which he/she is deficient. Every youth in these programs is placed in the services and sites most suitable — from among those available — to his/her needs and characteristics. The participants move at their own pace toward post program measurement; this is important because competencies are founded on actual learning and performance, not on amount of elapsed time. Individualized treatment can occur in a "standardized" program, with youth moving to the same end through slightly different means at various speeds. Group instruction is not eliminated "automatically" when individualized progressions are instituted. Large and small group interaction is vital to the learning process and ought not be omitted. Display 21 provides a brief checklist for use in designing an individualized instruction format.

Display 21.

Developing a Plan to Individualize Instruction Checklist

	Acceptable	Unacceptable
1. Resource materials and learning activities will help student achieve performance specified in objectives.		
2. Resource materials and learning activities provide for students who learn best by visual means, by speaking/hearing means, by physical means.		
3. Variety of resource materials and learning activities provide for several levels of difficulty.		
4. Learning activities permit student to proceed at his or her own rate of learning.		
5. Evaluation procedures designed to allow each student to be evaluated at the time when he or she is ready.		
6. Opportunities for self-evaluation provided to help students measure their progress.		
7. Evaluation procedures stress student achievement and success rather than failure.		

(Source: "How to Individualize Instruction," Maryland State Department of Education, 1978, p. 11)

Competency acquisition should not be driven by the passage of time. However, major temporal considerations in program planning, implementation, and management involve the general length, frequency, and intensity of participation. It is preferable that learning time be as flexible as possible so those who need more time can take it, especially in activities or components with high degrees of difficulty. Faster participants can proceed to advanced units.

Open-entry/open-exit programs are structured so that when a youth achieves one competency, then he/she can move into the next lesson or module. Some places use the career ladder concept to allow each person to progress as far as he/she is able. A number of entry and exit points can exist, reflecting — for example — different skill levels within an occupation. This type of operation is quite worthwhile, but can be difficult to administer if not based mainly on computer activities. Enrollees would have to be checked out at each appropriate stage.

Keeping tabs on participant learning, growth, and development allows the program to effectively and efficiently intervene in the process on a timely basis and prevent problems from getting very big. More importantly, it provides opportunity for continuous motivation and confidence building through constant reinforcement and feedback.

A good environment facilitates multi-domain learning. The work place can be simulated in the classroom. Instruction in reading and math can be incorporated into hands-on vocational training, e.g., "interpreting" blueprints on a construction job and calculating board feet needed in the next load of lumber. The theoretical can be deemphasized in favor of the practical.

The cloistered classroom is the setting required for some types of learning. However, the community can also be a classroom. Involving youth in using the community as a resource pool is nearly always a positive venture, e.g., getting some real world labor market information, application forms, and brochures explaining benefits from employers at their places of business. Placing young people in frequent learning-by-doing experiences underscores the relevance of the lessons which the program is trying to teach.

In competency-based programming, all those who "teach" (as described previously) should become facilitators of the learning process rather than "givers-of-all-information." They should be motivators and instillers of confidence, providing rewards for jobs well done and serving as role models of the competencies they teach. Teachers are advisors and, most often, the key element in the teaching-learning process.

Teachers, especially instructors and trainers, also become more accountable in competency-based programming. Competency tallies show which youth are doing well, and the teachers who helped them. They also reflect young people not doing too well, and the instructors and trainers who tried to help them. Performance can be good, or it can be not so good. The implications are there to see. Because of them, everyone affected may not embrace youth employment competencies warmly. Innovators should be prepared to overcome instructor and trainer resentment and insecurity. If these individuals are to take part in the process actively and not simply go through the motions, they must be convinced that the investment of time and self will be worth it to the participants and themselves. On the positive side, youth employment competencies can help prevent staff burnout by providing tangible evidence of a worthwhile job done well.

Young people tend to become more involved in competency-based learning than they would in "traditional" educational constructs. Therefore, they should be partners in learning with their teachers. Participants ought to be aware — from the start — of what the program is about and what their place in it is. Studies have shown that people learn better when they know what they are expected to learn, and have some stake in or control over the learning process.

Youth, like teachers, are more accountable for performance in a competency-based program than in traditional employment and training endeavors. They should understand what is to be demonstrated, and must accept responsibility, along with the teacher, for attaining the learning objectives. To do this, young people must "buy into" and not be afraid of the competencies concept. Project and personal relevancy should be made clear — as much as possible — to a clientele of increasingly "program-wise" youth.

Clarity of expectations, roles, responsibilities, and obligations is pivotal to accountability and effective learning. Establishment of baseline prerequisites for participation in certain program segments should help eliminate the frustration felt by those who, through no fault of their own, are placed in circumstances beyond their capabilities. Careful selection ought to help assure that youth whose capacities are further along don't get placed in situations where they will be easily bored by lack of challenge.

Use of particular positive rewards/negative sanctions to foster competency attainment receives mixed reviews. Some places have had marked success, like the Heart of Texas Council of Governments in Waco, Texas, which makes successful participation in a labor market awareness course, given over a period of months during the school year, a prerequisite for in-school youth to gain admission to the summer youth program. Others reject use of performance points or tokens, seeing learning as a more straightforward affair. In effect, they say to young people — "Perform to the best of your ability and follow the rules; we'll work together on your progress and you should do well. If you don't try hard or adhere to the conduct code, the responsibility is yours."

Written agreements between the program and enrollees are excellent ways of indicating awareness of procedures, acceptance of responsibility, and commitment to learning. Display 22 presents a general counselor-participant agreement format that was used in the Consolidated Youth Employment Program.

The Rock Island, Illinois Tri-County Consortium uses a behavior point system in its JTPA youth programs. This format — signed by the participant — makes it plain that inappropriate behavior will not be tolerated anywhere in the program, and that the results of noncompliance are fairly set. It is presented in Display 23.

Display 22.

CONSOLIDATED YOUTH EMPLOYMENT PROGRAM

(CYEP)

SERVICE AGREEMENT

Participant ______________________ Date ______________

Social Security # ____________________ Agreement # ____________

Social Service System ______________________________________

Service Provider ____

Unit of Service ____

Start Date End Date

expected ____________ expected ____________

actual ____________

I understand that the purpose of this agreement is to provide a record of services as well as my progress toward and/or accomplishment of the stated goals.

I agree to cooperate with all MC/ETA staff and all program staff (school staff and/or supervisors) involved in helping me to achieve the goals of this agreement.

Participant's Signature ______________________ Date ____________

I agree to fulfill my responsibilities in facilitating the accomplishment of this service agreement.

Counselor's Signature ______________________ Date ____________

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Display 23.

Explanation of Behavior Point System

A Behavior Point System will be implemented at the time of entry into JTPA activities; the applicant/participant will receive five (5) points. Throughout his/her involvement with JTPA programs including assessment sessions, counseling, training, and work, the applicant's/participant's behavior will be documented and points deducted according to the following criteria within every 6-month period. After 6 months, any points lost are reinstated and the participant starts over with five (5) points.

All begin with	5
Deduct point for:	
*Late, no call in	-1
*Absent, no call in	-2
Inappropriate Behavior, Minor (see definitions on reverse)	-1 to -2
Inappropriate Behavior, Major (see definitions on reverse)	-3 to -5

*Training participants are not required to call individual instructors if they will be late or absent. They must contact their JTPA representative. Therefore, JTPA staff will complete point system reports for absenteeism. Instructors may complete reports for tardiness but are not required to do so.

If an applicant/participant drops to zero (0) points, he/she will be dropped from the program, placed in an inactive status, and will not be considered for participation for two (2) years.

This system has been enhanced to place emphasis on developing work readiness and good work/study habits as a major requirement of all activities in order to reinforce the overall goal of unsubsidized employment as the primary reason for participating in JTPA.

When performance/behavior problems exist, the following sequence of action is recommended:

1. The supervisor/instructor should have a verbal discussion of the deficiency at the time the Behavior Point is given. Both parties sign the point system report.

2. The corrective action necessary to improve and consequences of failure to make such corrections.

It is important that the supervisors/instructors give behavior points at the time of the deficiency and not give first, second, and third chances. The point system has built into it second and sometimes third chances before five (5) total points are given.

Supervisors/instructors should submit the completed Behavior Point response sheet immediately to the JTPA Office. So that the point system is applied uniformly, the JTPA Program Counselor and the JTPA Coordinator will review point deductions prior to termination of any participant. This system may be revised after use and evaluation.

JTPA Staff will give participants a copy of each behavior point deducted, including a summary report of total points prior, points given, and total points received to date.

Please check the box(es) that apply and provide detail where needed.

1. Late more than 30 minutes, no call in first 30 minutes (deduct 1 point)

   Date: ____________________ Time scheduled to arrive: ______________

   Reason for tardiness: ________________________________ Time arrived: __________

2. a. Absent, no call in within 30 minutes (deduct 1 point)

   b. Absent, no call in (deduct 2 points)
   Inappropriate behavior — Minor (deduct 1 — 2 points)

3. a. Inattentiveness

   b. Did not follow instructions

   c. Verbal discourtesy
   Inappropriate behavior — Major (deduct 3 — 5 points)

4. a. Physical violence

   b. Sleeping on the job

   c. Leaving job site

   d. Consistent verbal discourtesy

   e. Under the influence of drugs or alcohol

   f. Destroying or stealing property

   g. Other

   Describe thoroughly if anything checked in number 3 or 4.

   ____

   ____

I have reviewed the Behavior Points deducted. I know that if 5 points are deducted during each 6 months from the date of my first point deduction, I will not be able to participate in JTPA programs for 2 years. (Except Job Search)

______________________________________ ______________________________
Participant's Signature Date

______________________________________ ______________________________
Counselor-Coordinator Signature Date

To be completed by JTPA Office

Total points prior: _____

Action taken: ______________________________

____

____

____

Total points given: _____

Total: _____

Six-Month Period: Start ______________________ End ______________

Coordinator ______________________ Date ______________

The New York State Division for Youth included the student contract shown in Display 24 as part of its Preparation for Employment Curriculum developed in 1981. It clearly specifies student responsibilities "necessary for the best learning to occur."

Display 24.

Student Contract

You are enrolled as a trainee, which is an employee who is learning on the job. The following things are necessary for the best learning to occur.

1. Attend all classes and be on time.
2. Have a legitimate excuse for absences:
    - court appearances
    - medical emergency
    - camp crew
3. Participate fully in all learning activities:
    - discussions
    - written work
    - role plays
    - listening to audio tapes
    - watching media
4. Behave appropriately as a worker in class:
    - follow directions
    - talk only when appropriate
    - no cursing
    - no fidgeting
    - no moving around the room without permission
    - take care of all equipment and materials
    - no smoking
    - no food
    - no drinking
5. Do all homework assignments.
6. Dress appropriately for class.

I understand the above requirements as outlined. I agree to follow all of them as written.

I have read and understood the above.

____
Instructor Signature

____
Trainee Signature

____
Date

* * *

In addition to conduct and commitment, it is possible for **teacher-enrollee contracts** to specify what a particular learning episode/cluster will teach, how it will be taught, what demonstrates mastery, and how this level of performance will be determined. Such a contract could be like an OJT contract, a worksite agreement, or a performance based contract with a vendor, but be between the youth and his/her principal teacher (instructor/supervisor/community resource person). The binding language will vary by SDA, but it seems logical that at least the following critical categories be included:

Figure 18.

LEARNING CONTRACT BETWEEN

________________________ and ________________________
(participant/use other lines for identifying information) (teacher/use other lines for identifying information)

working together in ______________________________
(activity, service, course, component, module, curriculum)

to effect the following participant competency attainment:

Learning Objectives	Learning Strategies	Levels of Achievement	Means of Measurement
o skill	o A	o 1	o I
o knowledge	o B	o 2	o II
o attitude	o C	o 3	o III
o behavior	o D	o 4	o IV

____________________ __________ ____________________ __________
Signature of Participant Date Signature of Teacher Date

* * *

Competency-based learning, if done right, will provide participants with the capacity to extrapolate from one situation to the next, and apply competencies in different circumstances and contexts. Learning retention, which helps job retention, can be facilitated through the use of appropriate assistance for young people during the ninety day period allowed for post program help with labor market adjustment.

It is important to have curriculum validity — the representation of curriculum objectives by measurement items. It is more important to have instructional validity. Even if curriculum objectives correspond to measurement items, the stated objectives need to be translated into topics actually taught. Little of a positive nature is achieved by trying to measure something that participants have never heard, seen, or done.

"Teaching to the test" should be avoided for three reasons. First, it presents an inaccurate, distorted, and unfair picture to young people of what they are supposed to learn. Teaching's primary purpose is to prepare participants for the whole range of situations which may be encountered in any particular subject. Measurement is supposed to be representative, not all inclusive. It checks only a fraction of what enrollees learn. Second, if a course is supposed to teach 100 objectives, and the teacher prepares the youth for the fifteen which he/she knows are to be measured, it almost inevitably comes to pass that — at the first job interview — the employer will want to see a demonstration of five or six competencies that were supposed to be covered, but were never addressed. Third, it violates the precept of equity in learning which holds that all young people ought to have equal access to assistance, opportunity to develop, attention from teachers, and quality of preparation.

C. Abstracts — Every competency-based teaching/learning medium should be abstracted on paper in terms of what is to be taught/learned, to whom/by whom, why, how, when, and where. Doing so keeps the process more in the mode of planned intervention than assumptive osmosis. It promotes accountability, heightens awareness of all involved parties, formalizes things a bit and tightens them up, enhances congruency among the different parts, and focuses on the tasks at hand in a means-end fashion.

Abstracts of every available offering which directly relates to and facilitates acquisition of desired competencies ought to be used in EDP formulation. Activity and component abstracts would provide clear summaries of the participant needs that can be met, the competencies which can be achieved, the methods and techniques of acquisition, and the resources required.

An ideal abstract should indicate the following about the different modalities used in competency programming:

- title or descriptive label
- purpose, goals, rationale, scope of effort
- skills, knowledge, attitudes, behavior
- performance objectives and criteria
- topics, subject matter
- learner characteristics, admissions requirements
- teaching methodology, strategy, procedures
- sites/participating organizations
- phases, order of events
- timelines, dates
- role of teacher
- space, equipment, tools, supplies, monetary cost
- type(s) of evaluation
- outcomes, products.

In order for an SDA's youth employment competency system to be considered sufficiently developed, all of the competency-based activities, services, courses, curricula, modules, components, etc., should be abstracted to a degree detailed enough to answer general inquiries (who, what, when, where, why, how). Even though teaching/learning may vary across an SDA, the abstract format should remain the same for consistency and ease of handling. This is not an exercise in paperwork. It is an attempt to effect closer attention to the substance and mechanics of those undertakings previously described as constituting the heart of the program.

A number of devices exist in the field of education which could be altered as appropriate from their present purposes and used in abstracting. These include student competency sheets, learning activity packages, and courses of study.

The student competency sheet is an instructional management tool to help organize the teaching/learning process. It lists the unit, competency or task, performance objectives, learning activities, evaluation exercise, and extended activities to further a young person's capabilities. On the next page, Display 25, a checklist used in developing student competency sheets, serves to explain them in more detail.

The learning activity package is a method of instruction in which the course content is divided into individual packets of information to facilitate learning. Such formats usually contain a pre-test, performance objectives, learning activities, self-checks, and a post test. They allow instruction to be organized efficiently and effectively, and content to be aligned clearly and concisely.

The course of study is a document which describes a course and its content. It has helped improve articulation between various local education agencies. The course of study usually contains:

- the school name, department name, and teacher's name
- the title of the course
- credit value
- prerequisites
- course description (subject matter)
- course objectives (capabilities students will acquire)
- content outline (topics to be covered and sequence of instruction)
- materials, supplies, and equipment
- evaluation procedures.

Display 26 provides an example of a course of study.

Display 25.

Checklist for Developing Student Competency Sheets

Directions: Rate the performance on each of the following components of a student competency sheet. Indicate the level of performance by placing a check in the appropriate column. If, because of a special circumstance, a component is not applicable, place a check in the not applicable (N/A) column.

	Unacceptable	Acceptable	N/A
1. UNIT – correctly identified by title.			
2. COMPETENCY – clear, concise statement of competency or specific unit of work to be performed. Contains an active verb and noun.			
3. PERFORMANCE OBJECTIVE – statement of exactly what the learner must do. Contains (a) conditions, (b) behavior, (c) standard. (Statement can be taken directly from a V-TECS catalog.)			
4. LEARNING ACTIVITIES – listed are learning strategies/methods for directing the process of instruction. The learning activities provide for: – varied interests and abilities – real practice of the skill – simulated practice of the skill – a variety of learning styles and modes – large groups, small groups, and individualized activities			
5. EVALUATION – the desired student outcome and how the student will be evaluated are stated.			
6. EXTENDED ACTIVITIES – activities provide for opportunity to go beyond the minimum level of performance.			

(Source: "How to Write Student Competency Sheets," Maryland State Department of Education, 1978, p. 8)

Display 26.

Course of Study

The following is an example of a good course of study.

SCHOOL: American Vocational-Technical Center

DEPARTMENT: Drafting

INSTRUCTOR: Mrs. Barbara Smith

COURSE TITLE: BASIC DRAFTING AND DESIGN

CREDITS: 1

PREREQUISITES: None

COURSE DESCRIPTION: This course is designed to provide students with an introduction into the communication of ideas through the use of drafting media. Students will develop the basic skills required to perform selected drawing assignments. They will also be exposed to the importance of design as the language of industry.

COURSE OBJECTIVES: Upon the successful completion of this course, the student will be able to:

1. List the various occupations in drafting.
2. Identify and use drafting instruments.
3. Letter drawings using three different techniques.
4. Solve selected geometric construction problems.
5. Construct selected multiview drawings.
6. Reproduce drawings using a diazo machine.
7. Construct selected sectional view drawings.
8. Draw selected auxiliary views.
9. Draw working drawings.
10. Dimension required drawings.

CONTENT OUTLINE:

I. The Graphic Language
    A. Types of Drawings
    B. Principles of Drawings

II. Instrumental Drawing
    A. Basic Equipment
    B. Drafting Rules
    C. Basic Skills and Techniques

III. Lettering
    A. Types of Lettering
    B. Methods of Lettering

IV. Geometric Constructions
  A. Points and Lines
  B. Polygons
  C. Arcs

V. Occupational Information
  A. Scientist
  B. Engineer
  C. Technician
  D. Drafters

VI. Multiview Projection
  A. Two-View
  B. Three-View

VII. Drawing Reproduction
  A. Blue Print
  B. Diazo
  C. Thermo-Fax

VIII. Sectional Views
  A. Full Sections
  B. Partial Sections

IX. Auxiliary Views
  A. Primary Auxiliary
  B. Secondary Auxiliary

X. Working Drawings
  A. Detail Drawings
  B. Revisions

XI. Dimensioning
  A. Line Work
  B. Size
  C. Location
  D. Notes

INSTRUCTIONAL MATERIALS, SUPPLIES, AND EQUIPMENT:

Required Text Book:

Martin, C. Leslie. Design Graphics (2nd ed.). New York: The MacMillan Co., 1968.

Supplemental Textbooks:

Field, W. B. Architectural Drawing. New York: McGraw Hill, 1979.

Grant, H.E. Practical Descriptive Geometry. New York: McGraw Hill, 1972.

Thomas, T.A. Technical Illustration. New York: McGraw Hill, 1970.

All required student materials and equipment will be supplied by the instructor.

EVALUATION:

Students will be graded on the following critera:

		Total Points
Quizzes	4 @ 10 points	40
Mid and Final Exams	2 @ 100 points	200
Worksheets	6 @ 10 points	60
Drawings	5 @ 40 points	200
Final Project	1 @ 50 points	50
Work Attitude:		100

1. Participation
2. Cooperation
3. Leadership
4. Effort
5. Safety
6. Responsibility
7. Self Control
8. Attendance

Total 650 points

Final Grade		Points
A = 90 – 100%	=	585 – 650
B = 80 – 89%	=	520 – 584
c = 70 – 79%	=	455 – 519
D = 60 – 69%	=	390 – 454
F = 59% or below	=	389 or below

(Source: "How to Write a Course of Study," Maryland State Department of Education, 1978, pp. 9 – 11)

* * *

The important thing in doing abstracts is to find out what works in a particular locality, then mix as appropriate until the best match appears for both participants and the program.

Display 27 provides a micro representation of the abstracting concept as applied to teaching a single lesson, in this case an affective competency in a classroom setting. It was developed by the Illinois Office of Education in their 1978 work A Curriculum Guide for Pre-Employment Skills. Display 28 offers a macro illustration — from a very large SDA — of the relationships between the competencies, teaching/learning activities, and measurement procedures in pre-employment/work maturity. The "Training Curriculum Plan" in Display 29 is self explanatory, and shows that the abstracting concept is well founded and can be done. Los Angeles County requires all of its service providers to describe these macro relationships in enough detail to show the links clearly. The manner is even-handed, and the approach is extremely timely. (See Displays 27, 28, and 29.)

Included in the appendix for this chapter are two other examples. The first, from the Tri-County Consortium in Rock Island, Illinois, is an overall curriculum outline, followed by selected units on values clarification, employer expectations, and "the first day on the job." The second, from the New York State Division for Youth's Preparation for Employment Curriculum, is a detailed overview and delineation of how youth would learn assertive communication. The general concept shown in all of these examples — from education and employment and training — can apply to career decision-making classes, job search workshops, vocational exploration, work experience, youth tryout employment, basic education remediation, all modes of skill training, etc.

Display 27.

LESSON NO. 34 GIVING INSTRUCTIONS AND FOLLOWING INSTRUCTIONS

COMPETENCY: To demonstrate to the students the need to develop the skills of giving and following instructions and how this relates to job survival.

SUPPLIES: Make copies of the puzzle page and cut out puzzle parts for students to assemble. Make other copies for students to use to give directions from.

Directions for "T" puzzle game:

> Pair students off — seated back to back. One student will be the "employer" and the other will be the "employee." Give the employer a sheet of paper with the completed puzzle. Give the employee the disassembled pieces to the puzzle.

Rules:

> No turning around! Instructions from employer can be given only once, don't repeat. No questions can be asked by employee.

Object:

Complete puzzle!

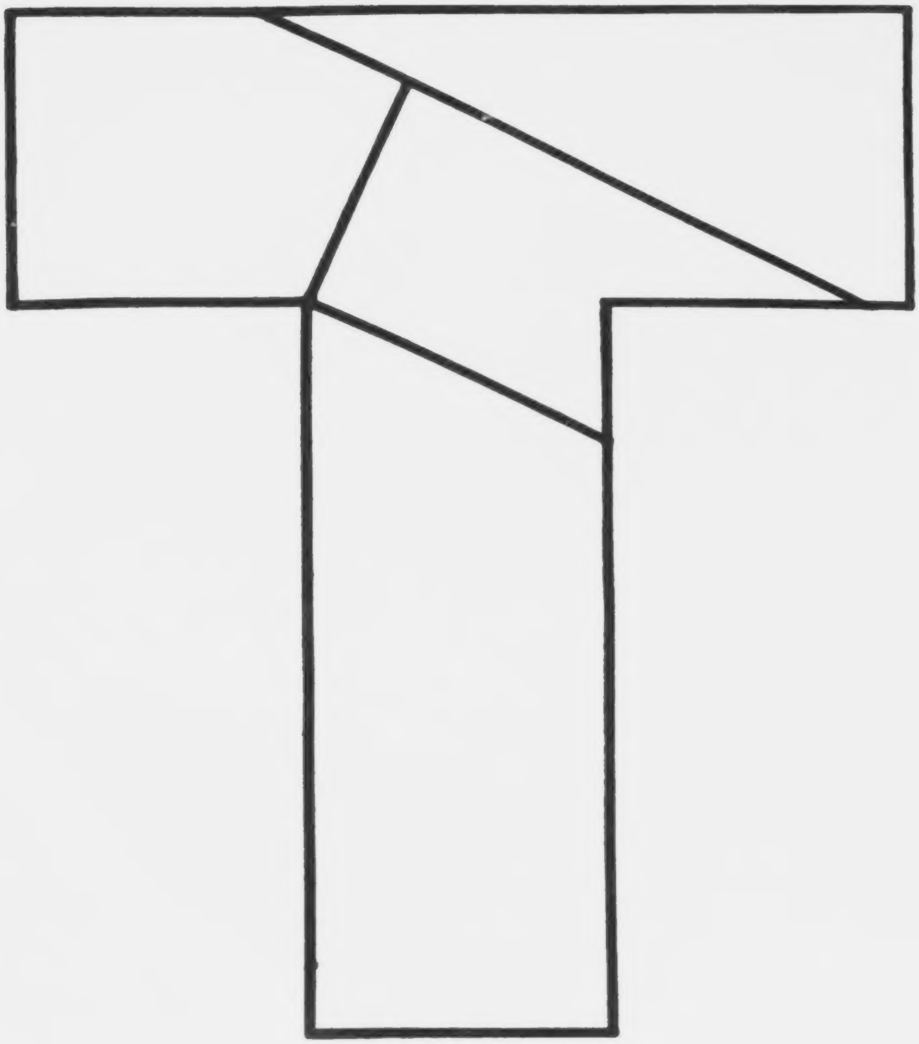
After students have completed this, discuss problems in following instructions, and how it could be improved. Would it be easier if you could ask questions?

Reverse roles in game and repeat assembly of a new type puzzle developed by instructor. This time let the employee ask questions if instructions are not clear. The students will see it is easier to do a job if you know how and when to ask questions.

STUDENT ACTION: Each student will play the role of employer and give instructions and play the role of an employee to follow instructions.

PERFORMANCE CHECK: The time it takes for a student to complete the puzzle will be used to evaluate the student's skills in giving and receiving instructions.

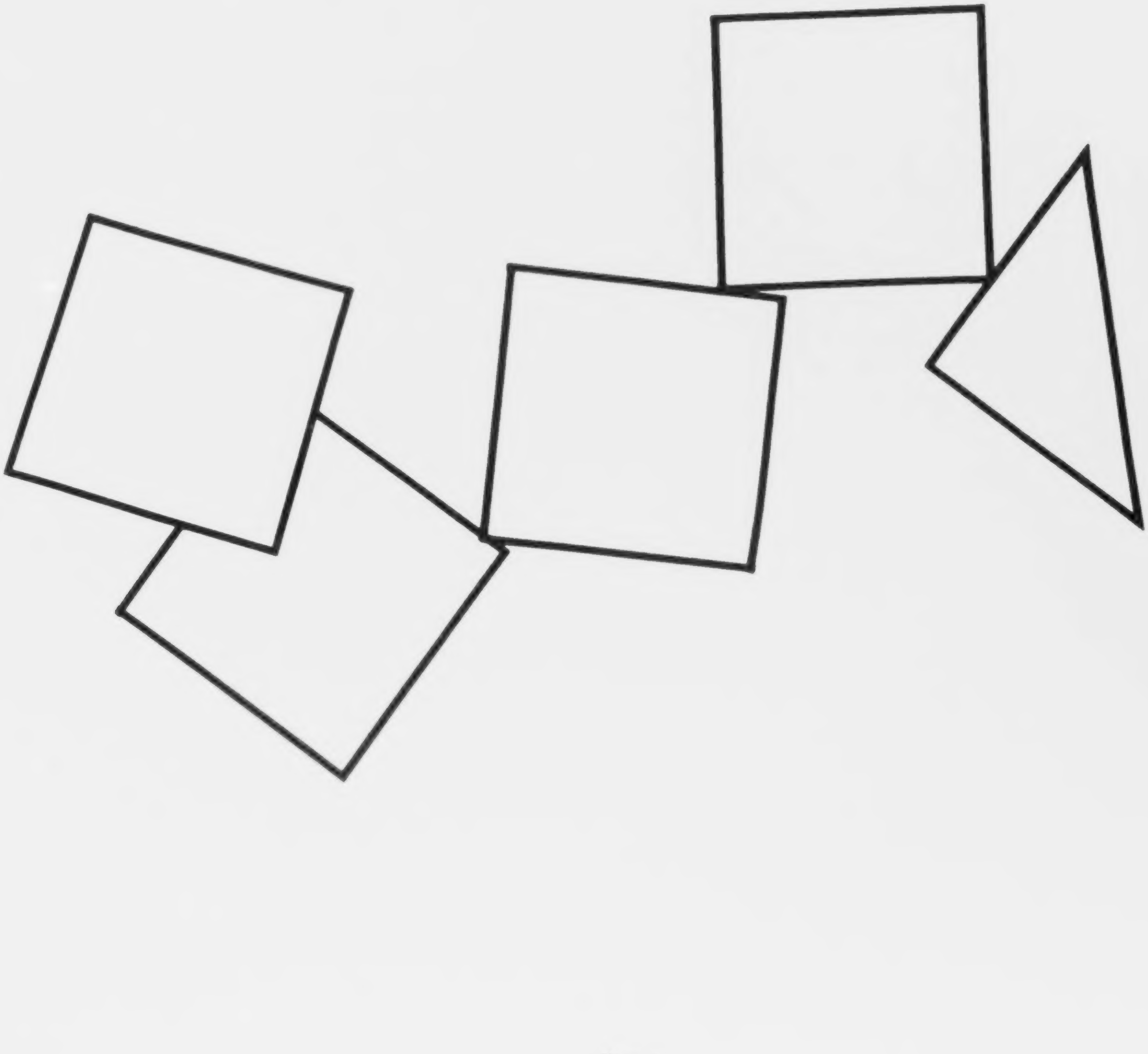
"T" PUZZLE GAME



GIVING AND FOLLOWING INSTRUCTIONS

To move up in the work force into supervisory positions you must be able to give instructions or directions to get a job completed. Also to maintain your job a worker must be able to follow instructions.

This exercise demonstrates the task of giving and following instructions. Seat students back to back and let one describe the model and the other student draw it.



Display 28.

SUGGESTED FORMAT FOR COMPETENCY ACQUISITION PLAN *

PRE-EMPLOYMENT SKILLS 1.1 - 1.7

PIC Recognized Competencies	Benchmarks	Learning Objectives	Classroom/Worksite Activities	Assessments/ Documentation	Curriculum References
1.1 PARTICIPANTS WILL BE ABLE TO ASSESS THEIR OWN CAPABILITIES AND INTERESTS	• Prepare a self-assessment profile which incorporates both (facilitators) strengths and (barriers) weaknesses related to employment	• Identify personal traits (strengths and values)	• Discussion of strengths and objectives for strength • Do Strengths Chart Exercise, "My Winning Strengths" and Career Value List • Listening to a tape on self-concept • Discussion of self-concept and interest and how these relate to selecting a job	• Written Assignment	PEC NY Pg 2-1-1 Occup. Knowl. APL Series Pg. 7-13 "Building a Good Self-concept"
		• Identify personal interests abilities and experience	• Complete interests questionnaires, That's Me, Areas of Work, Range of Work Areas	• Interest Inventory (Holland's Self-Directed Search", "Harrington-O'Shea Career Testing"; "Career Assessment Inventory")	PEC NY Pg 2-2-1 2-2-3 2-2-4 2-3-2
	• Identify 5 personal needs (or values) as they relate to employment	• Distinguish between the terms need and want	• Define needs & needs		PEC NY Pg 2-4-1
			• Introduce "Maslow's Pyramid"	• Written Assignment	PEC NY Pg 2-4-3

SUGGESTED FORMAT FOR COMPETENCY ACQUISITION PLAN

WORK MATURITY SKILLS 3.1-3.6

	PIC Recognized Competencies	Benchmarks	Learning Objectives	Worksite Activities	Assessments/ Documentation
3.3	PARTICIPANTS WILL DEMONSTRATE DEPENDABILITY	• Consistently being on time for work/ training • Complying with employer/ agency attendance policy • Notifying employer/ instructor of necessary absence	• Identify importance of dependability with regard to worksite productivity and personal earnings • Illustrate affect on team work/morale	• On the job performance	• Supervisor's performance appraisal • Attendance records
3.4	PARTICIPANTS WILL BE ABLE TO EFFECTIVELY OPERATE EQUIPMENT/ MACHINES/TOOLS IN CARRYING OUT JOB RESPONSIBILITIES	• Using property and supplies carefully and appropriately	• Relate skill to production levels and marketability of individual	• On the job performance	• Supervisor's performance appraisal
3.5	PARTICIPANT MAINTAINS EFFECTIVE WORKING RELATIONSHIPS WITH STAFF, COWORKERS AND/OR PUBLIC IN CARRYING-OUT JOB RESPONSIBILITIES	• Identify team needs/ goals • Complete tasks • Lend assistance and support as appropriate	• Identify relationships as primary element of quality of work life • Essential to keep a job: personally and economically	• On the job performance	• Supervisor's performance appraisal
3.6	PARTICIPANTS WILL "GET ALONG" WITH SUPERVISOR	• Following directions as given • Responding appropriately to criticism • Correcting behaviors/ practices in response to criticism • Following the chain of command • Performing other job related tasks as assigned, willingly, timely and effectively • Resolving differences tactfully and appropriately	• Identify relationships as primary element of quality of work life • Essential to keep a job: personally and economically	• On the job performance	• Supervisor's performance appraisal

Display 29.

Los Angeles County Service Delivery Area
Youth Employment Competency System

TRAINING CURRICULUM/PLAN

A. Agency Name ______________________________

B. Please attach or describe your training curriculum or plan in detail sufficient to understand its relationship to competency statements and how competencies will be taught and assessed (tested for). An outline by week, phase or subject category is sufficient if the outline makes clear that all competencies listed in competency statements are taught and tested for. If you are attaching your training curriculum, indicate "SEE ATTACHED." If you are describing your training curriculum, attach additional pages if necessary for adequate description.

* * *

As with measurement, there are literally hundreds of packages available commercially or in the public domain that may be incorporated into local learning approaches. **Adult Performance Level (APL)** is a nationally recognized competency model upon which many others have been based. Rather than stressing purely academic knowledge, APL focuses on basic tasks which are highly relevant to everyday living.

APL offers a two-dimensional model of functional competency that emphasizes the application of fundamental skills to practical considerations. These skills are computation, communication (reading, writing, speaking, and listening), and problem solving. The practical situations or content dimensions of the program are organized into five major areas, with all the skills mentioned above covered in each. These areas are occupational knowledge, community resources, consumer economics, health, government and law. Life skills and the opportunity to develop specific job skills are also included, as is the chance to earn a high school diploma. If the program is to be used for getting a high school diploma, the local school district must give prior approval.

In the five areas, there are 42 total objectives. The occupational knowledge category, which most closely approximates the pre-employment/work maturity area, encompasses ten broad objectives which represent a large number of related competencies. APL is individualized, self-paced, open-entry/open-exit, and adaptable to group sessions.

The main advantage of APL is that basic skills are taught as participants master the knowledge areas. Participants are tested for functional level and begin content area learning according to their classification. They continue in that area until they reach APL Level 3 (proficient adults). Localities may decide to offer only the occupational knowledge curriculum, and determine later on whether they want to expand to other content areas. Training in APL is available through Elaine Shelton Associates, in Austin, Texas. The ten occupational knowledge competencies are shown in the following display.

Display 30.

Objectives for Functional Competency

Occupational Knowledge

GOAL: TO DEVELOP A LEVEL OF OCCUPATIONAL KNOWLEDGE WHICH WILL ENABLE ADULTS TO SECURE EMPLOYMENT IN ACCORDANCE WITH THEIR INDIVIDUAL NEEDS AND INTERESTS.

1. OBJECTIVE: To build an oral and written vocabulary related to occupational knowledge.

2. OBJECTIVE: To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.

3. OBJECTIVE: To define occupational categories in terms of the education and job experience required, and to know minimum requirements of given occupations.

4. OBJECTIVE: To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.

5. OBJECTIVE: To understand the differences among commercial employment agencies, government employment agencies, and private employers.

6. OBJECTIVE: To prepare for job applications and interviews.

7. OBJECTIVE: To know standards of behavior for various types of employment.

8. OBJECTIVE: To know attributes and skills which may lead to promotion.

9. OBJECTIVE: To know the financial and legal aspects of employment.

10. OBJECTIVE: To understand aspects of employment other than financial which would affect the individual's satisfaction with a job.

(Source: Developing Employment Competencies at the Local Level, Texas Department of Community Affairs, December 1984, p.48)

* * *

In many cases, cooperation, collaboration, and linkages with other agencies and organizations in the community will contribute to the foundation of a learning approach. For example, practice exercises in adding money can be done on deposit slips provided by a local bank. What better place is there to demonstrate the ability to open a bank account? Exercises in alphabetizing can be developed from local phone books. What better resource is there for local information on almost anything?

Publicity brochures from local resorts and recreation facilities provide real world reading materials and add relevancy to other learning experiences. Employment forms, license and credit applications, and accident report forms can be used to teach following directions, functional writing, "patience," etc. They can also help young people learn about the reason for, process, and use of each.

Many businesses, government agencies, police departments, labor unions, and community groups, among others, furnish speakers at no charge. Companies, plants, military bases, municipal facilities, and historical sites provide tours and informative/interactive sessions at no cost. Printed materials on speaker and tour subjects can be used beforehand to develop related vocabulary. It might be good to ask speakers and tour guides to use nontechnical language and avoid argot without accompanying explanation.

Viewing and writing capabilities can be improved as youth watch television. Participants could be assigned to prepare short paragraphs about the news, a special event, or a regularly scheduled program. Reasoning and analysis can be practiced by having enrollees write about what they saw from a particular angle, perspective, or point of view. Having them discuss and work through any differences only enhances the process.

7. Certification

In hiring young people, employers have tended to use educational credentials as substitutes for more direct measures of employability. Employment and training programs increase the employability of young people, but have generally lacked clearly articulated standards to enable employers to see the quality of programs or the capabilities of graduates. Such programs should be designed to more closely meet the needs of the labor market in what they teach, how they teach it, what is used to measure achievement, and how achievement is recognized.

A mechanism is needed by which youth who do not follow the traditional education path can still authenticate their learning, especially if it was obtained through participation in an employment and training program. There needs to be a better articulation of participant performance expectations and outcomes in a consistent and understandable manner that is accepted by employers and other consumers.

This can be done through certification. Certification entails the development and utilization of a document intended for public use which indicates and/or describes the youth employment competencies attained by individual participants. It could be used as an employability profile, product portfolio, job passport, program transcript, mini resume, or diploma beneficial to youth and acceptable to employers. The document could also be used as a letter of reference or recommendation for employment, apprenticeship, military service, higher education, or further training. If agreeable to local/state education agencies, the certificate could be a means of obtaining academic credit. This type of construct could motivate and reinforce the efforts of participants who have never before been positively rewarded for achievement.

A certificate can be an important signal to employers, participants, service delivery areas, and consumers. Employers see the document saying the bearer has met certain performance criteria. This could be the crucial part of a hiring or promotion decision. Enrollees see the certificate as a way to obtain employment. This could provide the incentive for young people to invest themselves in their own training and schooling. The SDA sees the process as one stimulating coordination and careful management of high quality operations. The consumer sees the process as a way to assure acceptable and suitable goods and services. When going to a garage, it is quite natural to feel better after learning that all of the mechanics are certified by the National Institute for Automotive Service Excellence (NIASE).

The Consolidated Youth Employment Program (CYEP) was one of the progenitors of youth employment competencies. During a 1980 work session, CYEP operators identified the following **benefits of certification:**

- improved accountability with the community. Competencies answer the question, "Why do we provide services?" They require a program to define its goals and objectives and to insure their measurement.
- improved caseload and management decision making through continued reassessment and charting a sequence of services by which counselors can make decisions.
- promotes a linkage with the educational community.
- improves relations with private employers.
- places the program as a broker between school and jobs.
- provides programs with a clear link to local economic development.
- provides an impetus to training institutions to look at their curricula and outcomes.
- provides feedback to participants on their own progress which, in turn, increases participant confidence.
- establishes goals and objectives for participants in a structured system in which young people learn.
- defines expectations and outcomes for participants.
- provides participants an entry into a career.
- can be used as an important public relations tool with employers, thus generating more placements.
- redirects the service mix and increases the local capability to provide services.

Certification enables employment and training programs to better market their graduates. Young people are better able to explain their capabilities. Employers receive written substantiation of what a youth can do and can make a fairly quick determination of the applicability of those competencies to their openings with a greater degree of assurance.

The effectiveness of youth programs can be made known to large numbers of employers by strictly setting and maintaining standards for certification, rigorously monitoring performance, and enthusiastically marketing the certificate.

If appropriately designed, certificates can be used as efficient and fair mechanisms for sorting workers into jobs where their competencies and training are utilized. To the degree that they replace devices that screen by race, age, and sex with objective measures of competency, they can reduce discrimination in the labor market.

Certification affords employment and training programs a way to communicate program goals and actual participant learning outcomes to those outside the field. In partnership efforts with education, the school gets a reporting system which can furnish results to supplement grades for in-school youth. Parents of special needs young people have a means of tracing their child's progress on individual tasks.

Lack of credentials is often identified as a barrier to employment. Programs which offer certificates have a built-in remedy. The young people earn certificates and turn a deficit into an asset.

The certification process is the last step for a participant in a competency-based progam. It has great practical value; if young people qualify for certificates, they will be able to present proof of achievement to employers, recruiters, and admissions officers. Possessing a document certifying proficiency in competencies, which is recognized and verified by employers and consumers as necessary for entry level work, lets participants say: "You want it. Well I know it, feel it, and can do it; and, here's my certificate to prove it."

Such an approach certainly differs from accepting a credential without understanding what it means, as some people do. They just assume that if a young person lasted long enough to get it, then he/she has enough drive, motivation, and perseverance to predict successful adaptation to the discipline of the workplace.

Certification of a young person means that a program has made an on-line declaration of responsibility for what it does. The program in effect offers an implied warranty with every certificate presented that leads to a placement or some other form of positive labor market status attainment. Pain of redress for faulty products unfortunately falls on the next crop of enrollees. That is still no reason to hide from accountability. A program would find it difficult to justify a refusal to present a certificate of competency achievement to a young person, especially if the program took a positive termination on that youth for the attainment of PIC-recognized youth employment competencies.

In order to meet the requirements of a sufficiently developed youth employment competency system, there must be certification of youth employment competencies attainment in the form of certificates to clients. Positive terminations for competency attainment can only be claimed for enrollees who, through program intervention, achieved capabilities originally identified as deficiencies, and are certified as having met competency criteria.

Competency-based positive terminations are used locally by contractors to satisfy payment point requirements in performance-based contracts. They are used by SDAs to get credit for numbers and for performance standards incentive awards. They are used by states to obtain a good national image. Certifying on paper that these outcomes are worth the ink and pulp is not an unfair burden. It means taking the credit, either way. Saying that "we don't do it now, and we don't want to change" hardly constitutes a cogent argument against certification. If the collective mission is achieved, then a national news magazine probably won't ask on its cover: "Why can't Johnny show up on time?" Should the mission not succeed, the question ought to be raised.

According to the Spokane (Washington) City-County Consortium policy directive on youth employment competencies, "attainment of the planned competency must be certified by the program director and outside employer/instructor as appropriate. A copy of the certification form must be maintained as part of the permanent participant file." (p. 5) Los Angeles County, in its Youth Employment Competencies Workbook, advises:

> "As part of the completion process, agencies with approved competency-based programs should plan to issue Certificates of Completion to youth completing training which specify the competencies attained. The exact type and content of the certificate will be left to each agency's discretion." (p.11)

Certification is presently required by policy in most states. Spokane and Los Angeles County show that it is quite reasonable to require that certificates be given to participants indicating the competencies acquired and signed by an accountable official. Let form and format be decided locally, as long as certification occurs. System integrity can be maintained without discouraging innovation and encouraging rigidity.

For participants, the primary purpose of certification is to effectively and persuasively communicate achievement of youth employment competencies recognized by the PIC. Certificates attest to employers and other consumers that young people have the skills, knowledge, attitudes, and behavior to successfully function in the labor market. After a time, certification becomes representative of the quality of training and preparation "behind the paper" — the organization's success in producing good workers, trainees, recruits, or students. The key issue is credibility. Does the program turn out young people who actually possess the competencies that are claimed?

It is helpful to develop a marketing strategy for obtaining legitimacy and acceptance in the local business and industrial environment from consumers of project output. This can be done through media, intermediary organizations like the chamber of commerce, brochures and other printed materials, and personal contacts. Improved capabilities mean little if not recognized by employers at-large in the community as indicative of significant and relevant accomplishments by program participants.

The best way to "sell" the certification of competency standards is through a proven track record and by turning out solid products, i.e., young people who can really do what the criteria say they can. This could effect higher expectations and better employer impressions of employment and training programs. It would help young people satisfy hiring requirements or fulfill admissions qualifications for apprenticeship programs, further training, military service, or higher education. Such an undertaking — with active participation by key people from the public and private sectors — could contribute to making entry standards competency-based and thereby more open.

To increase employer confidence in the certification process, have them (a) be integrally involved in establishing the competency strategies, (b) take part in teaching/learning and measuring gain, and (c) assist in the design and development of the certificate. Los Angeles County has formalized employer review and input in these areas, as can be seen in Display 31.

Display 31.

Los Angeles County Service Delivery Area
Youth Employment Competency System
EMPLOYER INPUT CERTIFICATION

As an authorized officer for ______________________________ hereafter referred to as
(Agency)
"the Agency," I certify that the Agency has solicited and obtained employer review and input in developing the Agency's competency statements, competency-based training curriculum/plan, and competency-based entry assessment and testing instruments submitted with this certification.

Signed: ______________________________
(Authorized Officer)

Date: ______________________________

* * *

One way to gain local acceptance, assure quality control, get people involved, and achieve change would entail inviting employers, educators, training facility representatives, and armed forces recruiters to participate in evaluating samples of youth who program operators say have attained PIC-recognized competencies.

To have a portable, acknowledged certificate of achievement, there must be a consistent framework for defining, measuring, and tracking individual accomplishments. Standards must relate to local labor market needs. Programs ought to ascertain whether their measurement schemes are good predictors of future performance. They should attempt to answer the following questions:

- what do consumers need to know to make hiring or acceptance decisions concerning program graduates?
- how much information is useful to and desired by employers? admissions officers? recruiters?
- what is the most efficient and cost effective way of producing such data?
- how should the certificate be formatted to make it most beneficial to consumers and young people?

Something valuable is lost when competencies of participants do not match the requirements of available jobs. Certificates only reflect what is taught and learned in the program. They can, however, be constructed to represent as broad an array of outcomes as possible across the three youth employment competency areas. Certificates should be pliant to better correspond with employer needs. For example, some employers want to see basic education results expressed in year/grade levels, while others have to have them in terms of functional competencies.

There has been some thought given to the advisability of displaying on certificates not only the achievement of competencies, but also each individual's particular scores. This is an issue that bears careful consideration. Generally, back-up data or transcripts will yield such information, so it is not hidden. Placing it on the face of a certificate creates a report-card-like effect, and could engender intra-program competition and strife, as well as an unintended post program rank-ordering effect in the labor market. However, it also makes things more like the real world where ranges of scores generally allow gradations of performance to be seen. Noting individual achievement on certificates can help keep young people motivated, when they move past "minimum" competency levels by giving them additional incentive to excel.

In order to have the greatest impact on the employer community, programs require clear, understandable, and relevant certification of acquired competencies. The certificate is often the only supportive paperwork available for dropout youth with little or no work history who are applying for a job. Consequently, these certificates should be professional in design, content, and appearance. All too frequently, programs attest to a youth's competency achievement with a xeroxed document which is barely legible and of questionable value. This practice is not only counterproductive to labor market entry, but it reflects negatively upon the issuing organization. The extra effort required to professionalize "graduation" certificates is far overshadowed by the practical benefits accruing to both the young person and the program.

The nature of the competencies acquired should be clearly delineated on the face of the certificate, or on the reverse side, through attachments, etc. This explanation should be as complete, precise, and concise as possible. Most programs list only what was achieved, not what was not achieved. They do so to enhance the positive and avoid the negative connotations of a large number of unchecked boxes or blank lines.

A program can't take positive credit for competencies possessed by young people at the time of enrollment. However, these capabilities can and should be reflected in some manner by the certification process — along with those achieved in the program — to help youth obtain employment and meet entrance requirements. Additional data is often appended in transcript form.

The certification construct is not helped by awarding non-competency-based certificates for participation or completion which only show that youth were in the program a certain amount of time. The "watering-down" effect is as real as it is perceived. Handing out meaningless "time-log" certificates for window dressing and political appeal just doesn't seem to be worth it.

The question of who signs the certificates, for what purpose, in which order, and for what competencies can be interesting. Usually the signatories include the PIC chairperson, the local elected official, the program director, and the "teacher" (employer, site supervisor, or instructor) where such an addition would give the certificate more weight. They sign to attest to the acquisition of the indicated competencies. The delicacy of sequencing is sometimes handled by having the signature lines equally placed on a horizontal plane. All parties generally sign every certificate, except for teachers who are included as appropriate.

The following examples of certificates from the Suburban Hennepin County (Minnesota) Area Vocational-Technical Centers (Display 32) and the Benton Harbor (Michigan) Area Schools (Display 33) are of the complete variety. Certificates can range quite a bit in complexity as can be seen by looking at the samples in the appendix section keyed to this chapter. (See Displays 32 and 33.)

Certification can be in the form of a letter from the program "to whom it may concern" or to specific employers attesting that a particular participant has attained certain competencies. Display 34 presents a very well thought out and executed approach using letters of introduction as work credentials. This three part display comes from the Kansas CYEP experience. The directions and letter actualize many of the positive and pragmatic tenets of certification. (See Display 34.)

It should be remembered that in some instances, it may be necessary to get release forms from participants and/or their parents in order to use some measurement results for certification purposes.

A number of educational credentials, occupational certifications, and professional licensing procedures have long been used as sorting devices to help employers compare the abilities of potential employees. These include school diplomas and degrees, the G.E.D., apprenticeship classifications (apprentice, journey, master), military occupational specialties, and performance tests such as NIASE, among others.

Such devices have consistency, and are accepted by employers, labor unions, educational institutions, and occupational associations. They have geographical mobility and cross-discipline transferability. This was accomplished in part through articulation — the development of mechanisms to allow individuals to gain credit for learning accomplished in one system so that it can be applied to the prerequisites of another. This has been started to some small degree in employment and training through the award of school academic credit for work experience obtained in employment and training programs. In doing this, schools were actually extending the concept of accreditation to experiential and non-traditional learning. Involved employment and training programs were judged on the quality of such input items as supervision, work assignment, materials used on-the-job, and time spent on site.

Display 32.

Suburban Hennepin County Area Vocational-Technical Centers

JOINT INDEPENDENT SCHOOL DISTRICT #287

This certifies

____

has the competencies evaluated on the
reverse side for the program

____

and is therefore entitled to receive this

Recognition

given this ________ **day of** ______________________ **, 19** ___

______________________ **Chairman of the Board**

______________________ **Superintendent**

RATING SCALE

6–	Performs task/competency with exceptional ability.	2–	Performs task/competency with constant assistance.
5–	Performs task/competency with speed and quality.	1–	Cannot perform this task/competency satisfactorily.
4–	Performs task/competency at job entry.	T–	Task/competency accomplished at or above job entry level by performance-challenge test.
3–	Performs task/competency with periodic assistance.		

For additional information concerning the student's training, please request a transcript from:

Office of Admissions & Records
Suburban Hennepin County Area
Vocational-Technical School
1820 North Xenium Lane
Minneapolis, Minnesota 55441

INSTRUCTOR	INITIALS
1. ________________	________
2. ________________	________
3. ________________	________
4. ________________	________
5. ________________	________
6. ________________	________

COMPETENCIES

KITCHEN ASSISTANT

Effective December 1977

Comp. No.	Competencies - Task	Ratings						[illegible]	[illegible]	[illegible]
		1	2	3	4	5	6			
01	UTILITY PERSON (KITCHEN)									
01-01	Wash Dishes Using Various Types of Dish Washing Machines									
	01 Identify dishwashing operating and clean dish handling procedures									
	02 Set up and clean dish machines									
	03 Wash and stack dinnerware									
	04 Operate a disposal									
	05 Identify and use proper soaps and sterilizers									
	06 Clean tables and chairs									
	07 Operate utensil pot washer									
	08 Identify and practice kitchen safety procedures									
01-02	Wash pots and pans									
	01 Fill the three compartment sinks									
	02 Identify and practice kitchen safety procedures									
01-03	Clean and Care for Kitchen Equipment									
	01 Identify kitchen equipment and its use									
	02 Clean and assemble kitchen equipment									
	03 Identify and practice safety in handling kitchen equipment									
01-04	Identify Kitchen Terms & Procedures									
	01 Identify food service personnel and their jobs									
	02 Identify terms used in food service									

[illegible]

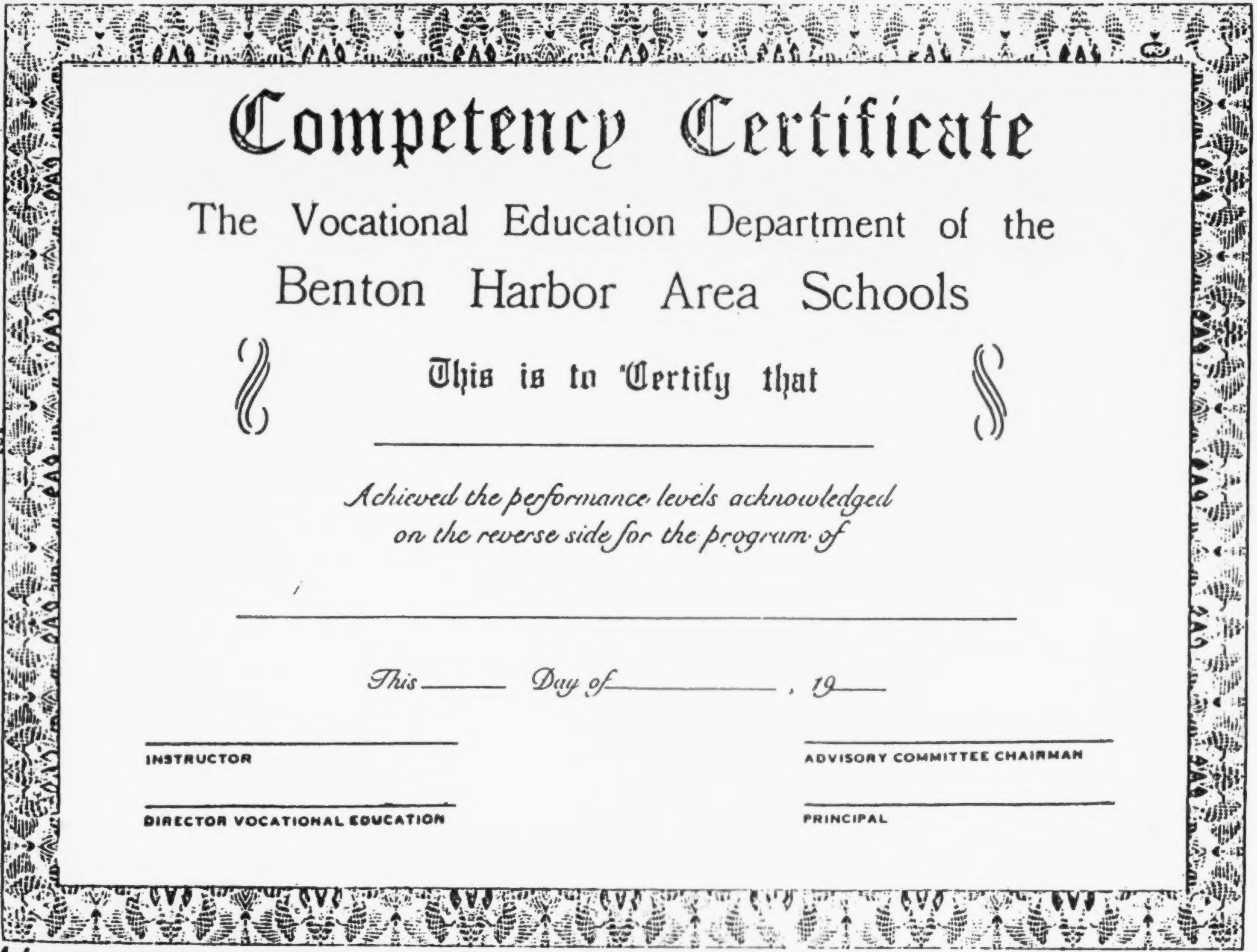
12/77

Comp. No.	Competencies - Task	Ratings						[illegible]	[illegible]	[illegible]
		1	2	3	4	5	6			
01-05	Maintain Personal Appearance and Attitudes									
	01 Identify negative personal appearance traits									
	02 Identify good standards for workers									
	03 Identify negative job interview characteristics									
	04 Identify good standards for a job interview									
02	UTILITY PERSON (LAUNDRY)									
02-01	Launder Restaurant Linen and Clothing									
	01 Handle restaurant linen and clothing									
	02 Sort laundry and remove stains									
	03 Launder restaurant linen and clothing									
	04 Dry laundry									
	05 Fold laundry									
	06 Clean laundry room									
03	UTILITY PERSON (SAFETY)									
03-01	Practice Safety Procedures and Preventive Maintenance									
	01 Care for burns									
	02 Care for electric shock									
	03 Operate equipment in motion safely									
	04 Care for chemical injuries									
	05 Take necessary precautions to prevent slipping and falling									
	06 Prevent fires									
	07 Identify and practice correct procedures for contacting maintenance personnel for needed assistance									

[illegible]

12/77

Display 33.



Competency Certificate

The Vocational Education Department of the

Benton Harbor Area Schools

This is to Certify that

____

Achieved the performance levels acknowledged on the reverse side for the program of

____

This ______ *Day of* __________ , *19* ____

____
INSTRUCTOR

____
ADVISORY COMMITTEE CHAIRMAN

____
DIRECTOR VOCATIONAL EDUCATION

____
PRINCIPAL

STUDENT TASK ACHIEVEMENT RECORD

	Electronics			
Student Name	Program	Center	Date Entered	Date Left

Employers can expect satisfactory job entry work skills only in the Tasks completed and should not consider just being enrolled in a program or time spent in the Benton Harbor Vocational Ed. program as indicative of the student's capabilities.

Attendance Information:

Days Absent: Semester 1 _____ Semester 2 _____ Semester 3 _____ Semester 4 _____

Times Tardy: Semester 1 _____ Semester 2 _____ Semester 3 _____ Semester 4 _____

Work Experience	Type	Dates	Successful	Coordinator

Task List – Scale: 1 – Aware of Task, 2 – Completes With Help, 3 – Completes Without Help, 4 – Can Demonstrate To Others, 5 – Not Covered.

1. Identify common computers		24. Assemble amplifiers	
2. Explain the funct. of common components		25. Use AND gates	
3. Read schematics		26. Use NAND gates	
4. Use the color code		27. Use OR gates	
5. Solder		28. Use NOR gates	
6. Assemble a circuit from the schematic		29. Use multivibrators	
7. Hand wire a circuit		30. Use decade counters	
8. Make a circuit board		31. Use sequential generator	
9. Assemble a circuit on a circuit board		32. Use decoders	
10. Use OHM's law		33. Explain semiconductors theory	
11. Use the power law		34. Work with semiconductors	
12. Use series circuit rules		35. Work with binary codes/decimal systems	
13. Use parallel circuit rules		36. Explain logic gates	
14. Measure resistance		37. Use boolean algebra	
15. Measure voltage		38. Explain flip flops	
16. Measure current		39. Design sequential logic circuits	
17. Explain motor operation		40. Design binary logic circuits	
18. Explain generator/alternator operation		41. Design BCD counters	
19. Show power supply principles		42. Design shift registers	
20. Explain A.C. theory		43. Design combinational logic circuits	
21. Show power supply principles		44. Work with digital counters	
22. Explain resonant circuit		45. Explain digital computer organiz./oper.	
23. Use spec sheets			

For further information, employers may contact Benton Harbor Area Schools Voc. Ed. Dept.
Skill Center: 926-8251 Tech Center: 927-2416

Display 34.

LETTER OF INTRODUCTION/ WORK CREDENTIAL

PURPOSE: A "Letter of Introduction/Work Credential" is prepared for each participant by the Team office upon completion of an area of competency and/or completion of benchmarks. This letter lists all benchmarks accomplished by the participant during his/her training, as well as any additional skills in which the participant is proficient. A participant may request a "letter/credential" at any time during his/her training.

PROCESS: The individual Team offices will be responsible for preparing the "Letter/Credential" on their own letterhead. The letters should be typed originals and should follow the outline of the following sample. A different letter is available for each competency area; however, only one is included here for illustration.

DISTRIBUTION: Participant - Original
Team File - Copy
Generalist - Copy

GENERAL INSTRUCTIONS: The letters should be individualized for each participant. The letters should not contain the entire body of the sample letter unless the skill has been achieved. Your letters should not contain lines to be filled in or marked with an X. Numbers following the middle section correlate to the numbered benchmarks for that competency area.

The "Letter of Introduction/Work Credential" is designed to introduce the participant to a potential employer. This should help a participant in finding unsubsidized employment.

The generalist will choose the appropriate sample letter and insert all necessary information. It is then given to the manpower aide to type. The manpower aide will then type only the appropriate information (deleting all information that is not marked). The manpower aide will obtain the generalist's original signature. A copy of the letter is retained for both the team and generalist's files. This "Letter/Credential" may be given directly to the participant or sent to an employer, depending on the individual circumstances.

____
(Date)

____

____

____

Dear Employer,

______________________has been enrolled in the Educational Skills phase of the CETA Consolidated Youth Employment Program. To progress through this phase,_______________must have demonstrated proficiency in a number of skills. __(He/She)__ has met the requirements in the following area:

_____Addition (1)
_____Subtraction (2)
_____Multiplication (3)
_____Division (4)
_____Problem Solving (5)
_____Making change (6)
_____Telling time (7)
_____Standard weights & measures(8)
_____Rule measurements (9)
_____Word pronounciation (10)
_____Written comprehension (11)
_____Communicate in writing (12)
_____Communicate orally (13)
_____Spelling/punctuation and sentence structure (14)

These skills should help make _______________ a more productive employee to you.

If you would like additional information regarding _______________'s training and/or performance, please contact me at the _____________ CETA office.

Cordially,

____
Generalist's Name

STATE OF KANSAS
DEPARTMENT OF HUMAN RESOURCES
John Carlin, Governor

COMPREHENSIVE EMPLOYMENT & TRAINING ADMINISTRATION (CETA)
Michael A. Forbes, Area Coordinator

(316) 421-3440
3026 Main
P. O. Box 646
Parsons, Ks. 67357

(316) 232-2620
408 N. Walnut, Suite 2
P. O. Box 1381
Pittsburg, Ks. 66762

April 9, 1981

Dear Employer:

John Davis has been enrolled in the Work Maturity phase of the CETA Consolidated Youth Employment Program. To progress through this phase, John must have demonstrated proficiency in a number of skills. He has met the requirements in the following areas:

Timeliness
Cooperation with Supervisors
Cooperation with Co-Workers
Notification of absences
Attendance
Completion of tasks

These skills should help make John a more productive employee to you.

If you would like additional information regarding John's training and/or performance, please contact me at the Parsons CETA Office.

Cordially,

Ann Kennett
Youth Generalist

AK/db

Educational accreditation examines course objectives, instructor expertise, teaching materials, methodology and content, student evaluation procedures, and the overall administration of the program or institution. The American Council on Education (ACE) has applied a similar methodology to measure the learning represented by demonstrated job competencies. This approach was used with non-military apprenticeship programs, and focused on: pre-selection procedures, related instruction curriculum, work processes learned on-the-job, supervision, and evaluation of apprenticeship achievement.

ACE, using the military occupational specialty as a base, developed a military transcript known as the Army/ACE Transcript. It documents the competency attainment of military personnel in terms understandable to educators and others not in the armed forces. The Transcript contains credit recommendations which educational institutions can use to determine the amount of credit to grant for the military experience. This document is a translation of learning outcomes from one developmental system (military training) to another (traditional education).

In a February, 1985, New York State information bulletin on youth competencies, the following question-and-answer was included:

> "Q. If each SDA can have a different youth competency system, then how can an attainment of a youth competency be useful for a participant looking for a job in another area?
>
> A. This is where certification becomes important. When a participant achieves a PIC recognized competency, the participant should be certified as 'competent' in this area. Ideally, a certificate of recognition should be awarded. Part of the certificate should be a 'report card' describing the specific skills learned and the level of learning. The 'report card' should be in clear, jargon-free language. It is this document that the participant can take to another SDA or employer to show what they have learned."

However, folks in the other SDA may not "buy" the terminology, content, criteria, procedures, and format of the certificate. There is no common denominator effect. The employment and training system needs the certification equivalent of a G.E.D. for its participants in order to foster transferability of competency-based outcomes from one jurisdiction to another. PICs ought to work toward establishing common meanings for certificates, for the good of participants and the system.

The hope is that the development of a commonly understood and utilized medium of exchange could (a) help relate a wide variety of certification, credentialing, and quality control schemes to each other, (b) help facilitate greater movement of participants/

students between programs, and (c) help increase acceptance by employers of young people who achieve competencies. This type of undertaking not only assures a high standard of output to the community and consumers, but also requires a program to become keenly aware of its basic philosophy and major purpose, and the means by which they can be achieved. A program or institution should, in fact, continually strive to improve its current performance level.

8. Documentation

A. Construct — As the concept of youth employment competencies evolves, it becomes clearer that management and administrative issues merit serious consideration. Program design and operational concerns are paramount, for they directly affect young people. However, to effectively establish a competency system requires a solid data base, a method for gathering and using information in a timely manner, and a comprehensive file maintenance, recording, document transmittal, and reporting process.

The National Governors' Association, in "The Five Year Dilemma" notes that:

> "Unfortunately most employment and training programs have not made a practice of documenting the competencies attained by youth in a reliable, consistent, and understandable manner accepted by employers. This lack of attention to documentation of skills has restricted the options for many young people." (p. 11)

This situation should be rectified by the sufficiently developed youth employment competency system requirement concerning documentation. A local competency system must encompass documentation of intra-program learning gains achieved by young people through internal maintenance of enrollee files and external reporting of competency-based outcomes.

Documentation is a formal and coordinated process to collect, record, analyze, and report accurate data on individual client progress and performance. It reflects all facets of the youth employment competency system. The documentation process as a whole provides written proof that each segment of the program occurred and furnishes evidence as to whether or not it was done right.

B. Recording — The participant record contains the results of each attempt to achieve every competency specified for the young person in his/her employability development plan. It enables enrollee accomplishment of EDP goals and objectives to be tracked, and substantiates that gains were made within the period of program participation. As the State of Maryland says in its policy:

> "It would be misleading for SDAs to count as positive terminations those youth who already possessed the competencies recognized by the PIC upon entry into the program."

Since documentation captures the whole program experience, the written record serves as justification for needs measured, treatment prescribed, activity and site assignment, recognition of attainment, and taking a positive termination. Subcontractors use material in client folders as the basis for seeking compensation at particular performance-based contract payment points.

In meeting the sufficiently developed system requirements, localities have to determine the types of information that must be documented, the forms to be used, the frequency (weekly, monthly) of recording, and the functional responsibilities involved. A local jurisdiction will need to decide:

- What constitutes proof/evidence?
- How much back-up data is enough?
- What should be kept/stored? Where and by whom? When? For how long? Why?

In documentation through recording, there is a difference between (a) already existing data, instruments, and measurement results, and (b) recording formats which are specially developed to keep track of a participant's progress. The two should be used in complementary fashion.

It seems that every locality would have to maintain in each enrollee's file some degree of information related to all of the following topics:

- eligibility, intake, and enrollment
- PIC-recognized competencies taught, levels of achievement, and means of measurement
- assessment, whether for screening, needs determination, or meeting entry requirements for courses, classes, components, or modules

- employability development planning, including diagnosis and assignment to particular service providers, project sites, and staff persons
- learning activities and related curriculum abstracts, status changes and length of stay, program-participant contracts, site agreements, counseling comments
- evaluation, whether for interval progress checking, updating, or gain determination
- attainment of competencies
- certification and awards
- supportive services and needs-based payments
- job development efforts
- acquisition of labor market status
- termination
- follow up.

These topics are often covered by existing **forms**, e.g., every program has forms covering enrollee entrance and exit. Measurement encompasses its own tools, such as test booklets, episode instructions, answer keys, checklists, and rating scales. Log sheets are usually employed to record attendance and punctuality. EDPs constitute roadmaps of service for each young person. Job descriptions and letters of recommendation from instructors and supervisors can help explain what is learned and how well.

These forms are most helpful in documenting parts of a young person's stay in a competency-based program. However, they do not always combine to form a cohesive picture. This is where specially designed recording formats can play an important role, serving as a means to both track an individual's performance and congruently organize all other file data.

These **formats** should contain an explanatory overview, competency spread sheets, master needs identification records, master competency acquisition records, and instruments/scoring procedures keyed to the "master" records. Such a common sense approach helps summarize what is going on for each young person, and can be easily tabulated to show how the program is working overall. The combination of available forms and newly developed formats solidifies the parts into a systemic whole.

Each service delivery area doing competencies will need to decide whose signatures will be required on which documents, and at what points in the program, to underscore the veracity of client records. As the forms and formats coalesce and become a system, guidelines ought to be established covering paper flow, completeness and accuracy checks, document transmittal process, distribution of records, and access to files.

Records may be kept at a number of places — at the SDA offices, at a subcontractor's or service provider's place of business, or at a program site. In order to reduce the paper load as much as possible, there should probably be only one complete set of records for each enrollee maintained within a service delivery area. The repository ought to be the most convenient and efficient place for such a purpose. There may be times when duplicate copies of primary documents or back-up material on the attainment of youth employment competencies may be required, such as audits, monitoring visits, or compliance reviews. Preparing for such events beforehand keeps the burden manageable. Documentation ought to be a streamlined process. Excess should be weeded out and eliminated. For example, it may not be necessary to keep every practice sample application form a youth completes.

The issue of maintaining records in automated or manual style always arises. For those who can afford it and have a willing staff, computers seem to be the preferred choice. Computers are faster, more precise, and have much greater capacity, although they do occasionally go down. Most people who have ever used the automated route to compute cross-project, inter-variable, multidimensional results would not like to go back. Those beset with manual procedures must determine the best ways of physically handling paper, from among options like central files, portable portfolios, folders, or notebooks, with each alone or in multiples using one or two sections, e.g., "complete"/"incomplete." It is best to mix and match to find out what works best in a given locality.

The State of Texas policy on youth employment competencies addresses record keeping as follows:

> "The SDA must be able to document that it has in place a methodology for assessing, recording, and verifying the performance of youth against the competency standards approved by the PIC. This is most often accomplished by placing all forms (pre-post tests, assessment instruments for specific competencies, etc.) in participant files. A summary form signed by the teacher/trainer and indicating a date of attainment of each competency is also useful as a quick reference to a participant's competency attainments." (p. 9)

The State of Wisconsin has decided that:

> "Documentation must be maintained on each participant in the competency system either at the program operator or the SDA level. Copies of the initial assessment, the individual plan of services which describes the competencies to be attained, and interim assessments must be included in every participant's file. A copy of their 'certificate' or some other form of documentation indicating attainment of the competencies must also be in their file." (p. 22)

The State of California requires that:

> "If youth are to be reported as having attained employment competencies, documentation must be on file to substantiate that the participants attained the competencies as a result of JTPA participation. Participant files must include:
>
> 1. Pre-test/assessment documentation which substantiates that the individual did not have the employment competencies recognized by the PIC prior to JTPA participation.
> 2. Substantiation that the individual was enrolled in a JTPA activity to develop the competencies which were found deficient.
> 3. Post-test documentation which substantiates the attainment of the PIC-recognized competencies." (p. 2)

These requirements for SDAs in Texas, Wisconsin, and California crystallize the purpose of documentation — using evidence from the major elements of a youth employment competency system to prove that learning gains achieved by young people are directly related to program participation.

SDAs must also delineate requirements for their program operators. The Spokane City — County Employment and Training Consortium policy is as follows:

> "Progress in activities leading toward competency attainment must be documented in the participant file using a tracking document, normal activity progress reports, and/or the individual's counseling narrative. A Status Change Form should be completed and sent to the Consortium when all goal areas within a particular competency are attained as planned." (p. 5)

The Los Angeles County SDA requires that participant files must contain:

> " — the initial assessment instrument that documents the competencies a youth lacks;
>
> — the training plan which lists the services/training that will be provided to assist the youth in attaining the competencies he/she lacks;
>
> — the tests and other documents which demonstrate the youth has attained the competencies he/she lacks as a result of training." (p. 12)

With the requirements specified, it may be necessary to develop some special formats to document the acquisition of youth employment competencies, even though a variety of regular program forms are available.

Figure 19 presents one approach to formatting competency documentation. Part A provides an overview of the system, including documentation. Part B furnishes a spread sheet listing of numbered competency statements. Part C — the Master Needs Indentification Record — shows a participant's standing at the beginning of the program. Part D contains means of determining attainment of resume, attendance, appearance, and interpersonal relations competencies, all keyed by competency statement content and number to both the Master Needs Identification Record and Part E — the Master Competency Acquisition Record. Part E clearly delineates a young person's standing at the end of the program concerning the attainment of youth employment competencies. This format does not include places for participant or program identifier information, which varies tremendously by locality.

Figure 19.

Part A.

Youth Employment Competency System — Overview

The Youth Employment Competency (YEC) System will provide participants with needed skills, knowledge, attitudes and behavior in the areas of job finding, getting, retaining, and advancing, basic skills, and occupational proficiencies. Pre-Employment/Work Maturity competencies will be taught to young people in a congruent and flexible fashion that will enhance relationships between the following key elements:

- client needs and requirements
- project goals, objectives and outcomes
- activities provided
- service delivery configuration/contractual management
- approaches to learning, and
- competency technology utilized

Basic education and job specific skills will be delivered on an individualized basis, with the general format able to be adapted/tailored to their particular situtaion.

Operations are founded on the hierarchy of career development principle, with youth progressing along the continuum of services until they enter employment, obtain an employability enhancement termination, or attain youth competencies. Jobs are the number one priority for participants, followed by either entering non-Title II training, returning to school, or achieving a major level of education. Competency attainment will not be the primary planned outcome for any youth, but rather will be seen as a job placement/marketing tool to help move clients into the labor force. In some instances, high risk, in-school, and other young people will not be able to enter employment or obtain an employability enhancement termination. Since those youth will, in most cases, have attained youth competencies, the program feels justified in taking positive terminations for having facilitated their cognitive, affective, and psychomotor growth.

Youth employment competencies in and of themselves comprise the necessary components of job readiness or employment competence. The assessment/deficiency identification stage will determine the learning requirements of young people. These objectives can then be met for each young person through project offerings available "in-house" or under sub-contract. As youth enroll and move through the programs, the Pre-Employment/Work Maturity, Basic Education, and Job Specific Skills Competencies can be taught and evaluated at any point/interval and in any order. Such structural, contextual, procedural and sequential fluidity enables client needs to be addressed at any rung of the ladder from the intake/EDP phase to termination. As individual youth flow between the various components, their movements will be charted by the maintenance of current activity and status forms.

Participants can demonstrate proficiency in one, some, or all of the competency categories. To be accepted as a "potential" positive outcome in the competency termination track (appropriate if no other post-program status is accomplished), a young person must be found to have need of assistance in a minimum number of competencies taught in at least one of the three categories.

A youth must reach the level of achievement/benchmark in a certain percentage of the competencies in each area in order to master the category (Pre-Employment/Work Maturity — 80%, Basic Education — 100%, and Job Specific Skills — 80%) and enable the program to record/report a positive termination for the attainment of youth employment competencies. Competency acquisition will also be recorded where skill/behavior gains served as stepping-stones to jobs or employability enhancement terminations. It should be noted that all skills/behaviors and indicators have performance levels. Eventually, programs may operate a refined competency system tiered by differences in client characteristics (e.g., age or in-school/out-of-school), type of modality used, or nature of contractors/service providers.

The youth competencies are employment-related, quantifiable, measurable, verifiable, and balanced so that they are achievable by most youth without being easily gotten by all. They have been recognized by the Private Industry Council and are based on significant private sector and education input. Young people acquiring competencies will receive a certificate that should prove to be helpful in obtaining jobs.

Client competency acquisition will be carefully documented, with master forms tracking pre- and post-findings to provide evidence that gains were made through program participation. Files will contain back-up assessment and evaluation data/instrumentation to assure that MIS and FMS calculations will yield accurate positive termination rates and cost per positive termination figures.

The program will closely monitor, review and oversee the operations and output of its youth employment competency system and furnish development/implementation help to subcontractors through orientation and training sessions and follow-up technical assistance. This will help tie all of the pieces together, increase objectivity, improve staff understanding of definitions and procedures, and explain each part of the system in terms of: what needs to be done, how, why, when, where, for whom, and by whom.

Part B.

Pre-Employment/Work Maturity Competencies — "Spread Sheet"

(The participant is proficient in...) Skill/Behavior	(as demonstrated by attaining this...) Level of Achievement/Benchmark	(on the...) Means of Measurement/Evaluation
I. Job Seeking:		
a. Career Decision Making	Score of 80%	Segment 1 of Checklist
b. Labor Market Awareness	Score of 80%	Segment 2 of Checklist
c. Applications	Score of 80%	Sample Application Form
d. Resumes	Score of 80%	Resume Exercise
e. Interviews	Score of 80%	Mock Interview Episode
II. Job Keeping:		
f. Punctuality	Score/Rating of 90%	Part 1 of the Program Site Participant Review Form
g. Attendance	Score/Rating of 95%	Part 2 of the Program Site Participant Review Form
h. Attitudes	Rating of 80%	Part 3 of the Program Site Participant Review Form
i. Appearance	Rating of 80%	Part 4 of the Program Site Participant Review Form
j. Interpersonal Relations	Rating of 80%	Part 5 of the Program Site Participant Review Form
k. Task Completion	Rating of 80%	Part 6 of the Program Site Participant Review Form

* * *

Part C.

Master Pre-Employment/Work Maturity Needs Identification Record

1.	2.	3.	4.	5.	6.
Competency	Determined as Requiring Assistance (Yes/No—Date)	Point of Determination*	Means of Determination**	Intervention Strategy(ies) Prescribed***	Site Assignment
I. Job Seeking					
a. Career Decision Making					
b. Labor Market Awareness					
c. Applications					
d. Resumes					
e. Interviews					
II. Job Keeping					
f. Punctuality					
g. Attendance					
h. Attitudes					
i. Appearance					
j. Interpersonal Relations					
k. Task Completion					

7. **Total Competencies to be Addressed** ______

(Minimum of 6 required for positive termination — competency track)

8. **Potential (Attained Youth Employment Competencies) Positive Outcome:** Yes ___ No ___

* Screening/Selection, Intake, Assessment, EDP, Participation in Activity

** Question and Answer, Observation, Product Review (Pre-measurement Instruments — by Name)

*** Particular Program Activities (by name)

Relevant data/instrumentation from the points and means of determination in (*/**) above are included in file.

Part D.

Resume Exercise. Item d. Resumes: Assessment and Evaluation Format

Instructions: Participants should be scored on how well they perform on a resume exercise. Raters should review the participant's product, and objectively score (them) according to the following scale:

5 — Excellent	Superior Performance
4 — Good	Outstanding Performance
3 — Satisfactory	Acceptable Performance
2 — Fair	Below Average Performance
1 — Needs Improvement	Unacceptable Performance

Participant demonstrates proficiency in resumes by attaining a score of 80% on the following indicators (see attached sheet for explanation of indicators), evidenced by product review.

Indicators	Score (1-5)
1. Resume is printed in accordance with selected format.	
2. Appearance is neat.	
3. Resume is legible and readable.	
4. Spelling, grammar and punctuation are correct.	
5. Resume is organized according to selected format.	
6. Names are accurate and complete.	
7. Addresses are accurate and complete.	
8. Telephone numbers are accurate and complete.	
9. Dates are accurate and complete.	
10. Job titles are accurate and complete.	
11. Duties and responsibilities are accurate and complete.	
12. School/training summary is accurate and complete.	
13. Special interests, skills and qualifications are work related.	
14. Information is included concerning the availability of references.	

Total Possible Points 70

Total Achieved ___ (with no score less than a "3" allowable for attainment of competency*)

Percentage ___

Competency Attained: Yes ___ No ___ Date ________

*Notes/comments should be added for each score less than a "3".

Resume Exercise: Explanation of Indicators

Indicator	Explanation
1.	Participant submits a resume which is printed according to guidelines of selected format.
2.	Submitted resume does not have errors or cross outs, has not been folded, and is void of any soil marks.
3.	Text and words can be discerned and understood.
4.	Spelling, grammar, and punctuation are free from errors.
5.	Resume consistently follows the selected format.
6.	All names on resume include first and last name.
7.	All addresses are unabbreviated and include zip code.
8.	All telephone numbers are exact and include area code.
9.	All dates on resume include both month and year.
10.	All job titles listed on resume correspond to job positions.
11.	All duties and responsibilities on resume are relevant to the job title.
12.	All education and work preparation experiences include appropriate names, titles, places and dates.
13.	All special interests, skills and qualifications are related to anticipated duties and responsibilities of the desired job.
14.	Participant includes the statement, "References will be made available upon request," or lists at least three (3) references as specified by standard format.

Part 2. Item g. Attendance: Evaluation Format

Participant comes to and remains at program location during the assigned hours 95% of the time (covering a pre-determined period of at least 10 consecutive days and including the two halves of each working day), with prior notification of absence given and excuse received in all situations, evidenced by time sheets/records or observation of performance.

Total Possible Points 100 (each half day of the 10 day period counts for 5 points)

Total Achieved ___

Percentage ___

Competency Attained: Yes ___ **No** ___* **Date** _________

*Notes/Comments concerning non-attainment:

***Instructions for Parts 3—6, Items h.—k.:** Participants should be rated on how well they meet the requirements of the program site as observed by the supervisor, instructor or counselor, according to the following scale:

Rating Scale for Parts 3-6

5 — Excellent	Superior Performance
4 — Good	Outstanding Performance
3 — Satisfactory	Acceptable Performance
2 — Fair	Below Average Performance
1 — Needs Improvement	Unacceptable Performance

Part 4. Item i. Appearance: Evaluation Format

Participant demonstrates proficiency in appearance by attaining a rating of 80% on the following indicators (covering a pre-determined period of at least 10 consecutive working days), evidenced by observation of performance.

Indicators	**Rating (1-5)**
1. Grooming, cleanliness and personal hygiene.	______
2. Appropriate clothing.	______
3. Requisite tools, equipment and accessories.	______

Total Possible Points 15

Total Achieved ___ (with no rating less than a "3" allowable for attainment of competency*)

Percentage ___

Competency Attained: Yes ___ **No** ___ **Date** ________

*Notes/comments should be added for each rating less than a "3".

Part 5. Item j. Interpersonal Relations: Evaluation Format

Participant demonstrates proficiency in interpersonal relations by attaining a rating of 80% on the following indicators (covering a pre-determined period of at least 10 consecutive working days), evidenced by observation of performance.

Indicators	**Rating (1-5)**
1. Getting along with others.	______
2. Accepting supervision, guidance, constructive criticism, and chain of command.	______
3. Communicating clearly.	______
4. Cooperation.	______
5. Courtesy.	______

Total Possible Points 25

Total Achieved ___ (with no rating less than a "3" allowable for attainment of competency*)

Percentage ___

Competency Attained: Yes ___ **No** ___ **Date** ________

*Notes/comments should be added for each rating less than a "3".

Part E.

Master Pre-Employment/Work Maturity Competency Acquisition Record

1. Competency	2. Identified as Needing Assistance (Yes/No—Date)	3. Intervention Strategy(ies) Prescribed in EDP	4. Evaluated as Achieving Competency (Yes/No—Date)
I. Job Seeking			
a. Career Decision Making	______	______	______
b. Labor Market Awareness	______	______	______
c. Applications	______	______	______
d. Resumes	______	______	______
e. Interviews	______	______	______
II. Job Keeping			
f. Punctuality	______	______	______
g. Attendance	______	______	______
h. Attitudes	______	______	______
i. Appearance	______	______	______
j. Interpersonal Relations	______	______	______
k. Task Completion	______	______	______

5. **Total Competencies Addressed** ______
(Minimum of 6 required for positive termination)

6. **Total Competencies Achieved** _____

7. **Percentage** _____
(Minimum of 80% necessary for positive termination)

8. **"Attained Youth Employment Competencies" Positive Termination Accomplished:**

Yes _____ **No** _____ **Date** ________________________

Relevant needs identification, EDP, and evaluation data/instrumentation are included in file.

* * *

Job Corps programs use the Training Achievement Record (TAR) for individualized, competency-based program record keeping and as the primary format to monitor the progress of Corps members. At any juncture in a youth's participation in Job Corps, the TAR provides a summary of performance to date in terms of the competencies set forth in the course plan. Since each course module is built around a competency necessary for employment in an occupational cluster or a single occupation within the cluster, the young person's achievement is recorded by competency module instead of by a single task. Display 35 presents the TAR.

The field of competency-based vocational education uses the competency profile to keep track of a student's progress in the acquisition of competencies for a specific occupational area. This format usually contains a listing of instructional units, competency statements under each unit, a rating scale, background information, and a section for evaluating work attitude. Should a locality seek to formulate its own competency profile, it might be helpful to utilize the checklist in Display 36 sometime during the process.

The City of Los Angeles uses its Competency Work Plan and Profile to document individual assignments and track participant progress on a regular basis. This format, with accompanying directions, was prepared by Brandeis University and is shown in Display 37.

Additional materials related to recording may be found in the appendix keyed to this chapter.

Display 35.

TRAINING ACHIEVEMENT RECORD

GENERAL EMPLOYABILITY TRAITS (proficiency code key)

FACTORS	SCALE VALUE	DEFINITION
PERFORMANCE LEVEL	1	**EXTREMELY LIMITED:** Can do simple parts of task–Needs to be told/shown how to do most of task–Needs extremely close supervision
	2	**PARTIALLY PROFICIENT:** Can do most parts of task–Needs help only on hardest parts–May not meet local demands for speed and accuracy–Needs close supervision
	3	**COMPETENT:** Can do all parts of task–Needs only spot check of completed work–Meets minimum local demands for speed and accuracy–Needs job entry supervision
	4	**HIGHLY PROFICIENT:** Can complete task quickly and accurately–Can direct others in how to do the task–Needs normal supervision
KNOWLEDGE LEVEL	a	**NOMENCLATURE:** Can identify parts, tools, and understand simple facts about task–Can identify related basic facts and terms
	b	**PROCEDURES:** Can name most steps in doing task–Needs help interpreting written instructions–Can explain basic facts and state general principles
	c	**TECHNIQUES AND PRINCIPLES:** Can explain how and when task must be done; why each step is needed–Can interpret written and oral instructions–Can analyze facts/principles
	d	**OPERATING PROFICIENCY:** Identify, measure, and use trouble shooting techniques resolving task related problems–Can evaluate conditions and make proper decisions
PERSONAL BEHAVIOR	I	**UNRELIABLE,** inappropriate personal appearance, disrupting, uncooperative, disinterested, disrespectful
	II	**OCCASIONALLY** reliable, cooperative, responsible, interested, respectful, and satisfactory personal appearance
	III	**USUALLY** reliable, cooperative, responsible, interested, respectful and appropriate personal appearance
	IV	**CONSISTENTLY** reliable, cooperative, responsible, interested, respectful and appropriate personal appearance
	V	**EXCEPTIONALLY** reliable, cooperative, responsible, interested, respectful and appropriate personal appearance, demonstrates self-assurance

EXPLANATION

Occupational skills can be used alone or together in any combination to define a level of training achievement for a specific job skill. Example: 1b and/or b. General Employability Traits are to be used when rating attitude and professional behavior.

IMPORTANT: Recommended changes in format, line items, and employability traits should be forwarded to: Chief, Vocational Training, Office of Program Development, Job Corps, MA/DOL, Washington, D. C. 20213

Name______________________________ SSN____________________ Date Trainee Entered Training________________

Title CARPENTER, CONSTRUCTION DOT Code 860.381 Certified by______________________ Form No. 440.84 A

Achieved Individual Marketable Skill		PERFORMANCE				KNOWLEDGE			
		1	2	3	4	a	b	c	d
Safety									
1. Practice safety on the job	4d								
2. Know & use safe practice handling tools, woodworking machinery	4d								
General									
3. Know & understand carpenter terminology	4d								
4. Use & maintain common hand tools	3c								
5. Use & maintain measuring tools & equipment	3c								
6. Use & maintain power operated woodworking machines	3c								
7. Read, understand & interpret building sketches	2b								
Foundations, Walls, Floors & Stairs									
8. Lay out building lines & set stakes for grading	3c								
9. Build & place straight concrete forms	3c								
10. Line up & brace concrete walls & columns	3c								
11. Lay out footings, build or place forms & brace	3c								
12. Build irregular concrete forms	3c								
13. Lay out & cut stairs & treads; install railings	2b								
Framing (Foundations & Walls)									
14. Lay out & frame sills & girders	3c								
15. Frame & set floor joists	3c								
16. Lay out walls & partitions	3c								
17. Erect walls & partitions	3c								
18. Install sheathing & plaster grounds	3c								
Roofs									
19. Frame & set common rafters	3c								
20. Frame & set valley rafters	3c								
21. Frame & set hip rafters	3c								
22. Frame & set jack rafters	3c								
23. Apply sheathing, composition shingles & other types of roof coverings	3c								
Exterior Millwork									
24. Determine correct tools & materials, supplies for task	2b								
25. Operate skill saw, electric drill & sander	3c								
26. Set up & operate bench saw	3c								
Interior Wall Coverings									
27. Apply wood coverings	3c								
28. Apply composition, sheet rock or fiber board	3c								
29. Install baseboards	3c								
Floors									
30. Lay sub-flooring	3c								
31. Lay hardwood flooring	3c								
32. Build & place forms for concrete floors	3c								

Interior Finish									
33. Cut & fit base and mouldings	3c								
34. Set door jambs; fit & hang doors	3c								
35. Fit & hand windows	3c								
36. Fit & fasten hardware	3c								
Remodeling									
37. Install aluminum & vinyl siding	3c								
38. Install combination sorm windows & doors	3c								
39. Lay new roofing materials	3c								
40. Install aluminum porch enclosures, awnings, patio covers	3c								
41. Install metal porch rails & stair rails	3c								
42. Install overhead garage coors & radio-controlled garage door opener	3c								
43. Install plastic, asbestos & vinyl floor coverings	3c								
Additional Related Training Elements									

EDUCATION, TECHNICAL KNOWLEDGE--JOB PHYSICAL PROFILE		PERFORMANCE				KNOWLEDGE			
		1	2	3	4	a	b	c	d
1. Use instructions furnished in written, oral, diagram or schedule form	4d								
2. Use arithmetic; apply practical algebra and geometry	4d								
3. Read and interpret technical materials	4d								
4. Prepare reports and summaries, conforming to good English usage	4d								
1. Able to lift 50 lbs.maximum;carry to 25 lbs;walk & stand continuously	4								
2. Able to climb & use back muscles & legs to stoop,kneel,crouch,crawl	4								
3. Able to use fingers, hands, arms to reach, handle, feel	4								
4. Able to see efficiently	4								
5. Work both indoors & outdoors where physical hazards exist	4								

ATTITUDES AND PROFESSIONAL ETHICS		ATTITUDES & ETHICS				
		I	II	III	IV	V
1. Demonstrate correct safety practices on the job	V					
2. Maintain appropriate personal hygiene and appearance	III					
3. Arrive on the job on time	IV					
4. Is on the job every day	IV					
5. Perform work of consistently good quality	IV					
6. Function cooperatively with fellow workers	III					
7. Treat others courteously	III					
8. Work with even temperament	III					
9. Accept constructive criticism	IV					
10. Follow instructions willingly	IV					
11. Deal well with supervision	IV					
12. Willingly work unusual schedules when required	III					
13. Handle proprietary information discreetly; respect confidences	III					
14. Respect worth of equipment, company and personal property	IV					

INDIVIDUAL TRAINING COUNSELING (record)

Comments: Date: Trainee Signature Instructor Signature	Comments: Date: Trainee Signature Instructor Signature
Comments: Date: Trainee Signature Instructor Signature	Comments: Date: Trainee Signature Instructor Signature
Comments: Date: Trainee Signature Instructor Signature	Comments: Date: Trainee Signature Instructor Signature
Comments: Date: Trainee Signature Instructor Signature	Comments: Date: Trainee Signature Instructor Signature

Display 36.

Checklist For Developing Competency Profiles

	Level of Performance	
	Acceptable	Unacceptable
1. Background information is included.		
2. Rating scale contains 3-5 levels and contains good rating statements.		
3. Units of instruction are stated.		
4. Competencies are stated for one unit of instruction.		
5. Competency statements contain an action verb and noun.		
6. Competency statements are valid.		
7. Competency statements are at the correct specificity level.		
8. Units of instruction and competencies are numbered or coded.		

(Source: "How to Write and Use Competency Profiles," Maryland State Department of Education, 1978, p. 7)

Display 37.

CITY OF LOS ANGELES

PILOT YOUTH COMPETENCY SYSTEM
EMPLOYABILITY AND EDUCATION DEVELOPMENT PLAN
(EEDP)

DRAFT

INSTRUCTIONS
FOR
COMPETENCY WORK PLAN AND PROFILE[1]
(CWPP)

- The Competency Work Plan and Profile is an official record keeping form designed to document individual assignments and report progress on a regular basis.
- The format allows participants to take an active role in setting goals and recognizing accomplishment but requires careful monitoring by program staff.

HOW TO USE THE CWPP

- After a participant completes the entry assessment process, and the individual training needs are known and reported in the EEDP, a competency work plan is developed by assigning all pre-employment and basic skill units for which training is provided.
- The key used to document progress is as follows:
  - Where the participant has tested through the unit (that is, achieved a score of 80% or better on the University of Wisconsin mastery test designated for that unit OR produced a complete and acceptable product as identified in the curriculum reference guide), the box is marked as follows: [+]
  - Where the unit is not offered or is not appropriate for the participant, the box is left blank: [ ]
  - Where the unit is assigned, it is marked with a diagonal: [/]
    - The participant then proceeds sequentially through the assigned units in pre-employment and basic skills, using the CWPP as an assignment sheet. At the end of each class period, the participant darkens the amount of time spent in each unit (which can be recorded in 1/2-hour segments up to 6 hours), the participant notes the completion of a lesson by drawing a line through the bar next to the unit:

      1.3. BUDGET AND MONEY MANAGEMENT
      ______________[/] Unit 1.3.1. Monthly budget ___|___|___|___|___|___

    - When the unit is completed, the participant takes the designated mastery test OR produces a product as identified in the curriculum reference guide, which is then checked by the instructor. If the passing level of 80% is achieved for the test OR if the product is complete and of acceptable quality, the instructor certifies completion by crossing the diagonal, calculating total time, dating and initialing the entry to avoid tampering by participants:

      1.3. BUDGET AND MONEY MANAGEMENT
      3/6/85 Ac 1 1/2 [X] Unit 1.3.1. Monthly budget 1/2 ___|___|___|___|___|___

    - If the participant does not pass the unit test OR produce a complete and acceptable product, an "x" is marked above the instructional hours bar by the line, indicating that the unit test has been taken. More time is devoted to learning/teaching that unit and the test is repeated. The instructor applies the same notation as indicated the first time around:

      1.3. BUDGET AND MONEY MANAGEMENT X
      3/6/85 Ac 1 1/2 [X] Unit 1.3.1. Monthly budget 1/2 ___|___|___|___|___|___

    - The CWPP is kept in a participant folder so that the participant can refer to it at the start of each class. At the end of the class, the participant records attendance as well as competency progress by darkening the instructional hours bar and getting any completed work certified.

---

[1] Form and tracking scheme modeled after the "CCP Competencies Plan and Profile" produced by the Remediation and Training Institute of Alexandria, Virginia.

CITY OF LOS ANGELES

PILOT YOUTH COMPETENCY SYSTEM
EMPLOYABILITY AND EDUCATION DEVELOPMENT PLAN
(EEDP)

DRAFT

COMPETENCY WORK PLAN AND PROFILE FOR PRE-EMPLOYMENT SKILLS AND BASIC EDUCATION SKILLS

Participant Name: ____ I.D.# _________________

Program Operator: ____

Entry Date: _______________________________ Exit Date: ______________________________

KEY TO PROGRESS RECORD

[+] Tested Through
[/] Working On, Assigned
[x] Mastered as Result of Training
[ ] Not Assigned or Offered

* [+] [x] indicates complete and acceptable product or mastery test in participant file

1. PRE-EMPLOYMENT

PROGRESS RECORD*		INSTRUCTIONAL HOURS
	1.1. ASSESSMENT OF CAPABILITIES AND INTERESTS	
____________[ ]	Unit 1.1.1. Self assessment profile	___'___'___'___'___'___
____________[ ]	Unit 1.1.2. Personal employment needs	___'___'___'___'___'___
	1.2. DEVELOPMENT OF CAREER PLAN	
____________[ ]	Unit 1.2.1. Career selection	___'___'___'___'___'___
____________[ ]	Unit 1.2.2. Short term/long term plan	___'___'___'___'___'___
	1.3. BUDGET AND MONEY MANAGEMENT	
____________[ ]	Unit 1.3.1. Monthly budget	___'___'___'___'___'___
____________[ ]	Unit 1.3.2. Bank accounts	___'___'___'___'___'___
____________[ ]	Unit 1.3.3. Salary withholdings	___'___'___'___'___'___
____________[ ]	Unit 1.3.4. Employee benefits	___'___'___'___'___'___
	1.4. JOB SEARCH	
____________[ ]	Unit 1.4.1. Resources and procedures	___'___'___'___'___'___
____________[ ]	Unit 1.4.2. Register with EDD employment assistance	___'___'___'___'___'___
____________[ ]	Unit 1.4.3. Want ads, yellow pages, journals	___'___'___'___'___'___
____________[ ]	Unit 1.4.4. Identification of local employers	___'___'___'___'___'___
____________[ ]	Unit 1.4.5. Contact local employers	___'___'___'___'___'___
	1.5. RESUME PACKAGE	
____________[ ]	Unit 1.5.1. Resume writing	___'___'___'___'___'___
____________[ ]	Unit 1.5.2 Cover letter	___'___'___'___'___'___
	1.6. JOB APPLICATIONS	
__________[ ]	Unit 1.6.1. Completion of forms	___'___'___'___'___'___
	1.7. INTERVIEWING	
____________[ ]	Unit 1.7.1. Personal appearance	___'___'___'___'___'___
____________[ ]	Unit 1.7.2. Practice for success	___'___'___'___'___'___

2. BASIC EDUCATION

PROGRESS RECORD		INSTRUCTIONAL HOURS
	2.1. BASIC LEVEL	
	READING UNIT 2.1.1	
-------------[ ]	• Signs and labels	___|___|___|___|___|___
-------------[ ]	• Following directions	___|___|___|___|___|___
-------------[ ]	• Road maps	___|___|___|___|___|___
-------------[ ]	• Dictionary	___|___|___|___|___|___
-------------[ ]	• Library	___|___|___|___|___|___
	WRITING UNIT 2.1.2	
-------------[ ]	• Personal information	___|___|___|___|___|___
-------------[ ]	• Messages	___|___|___|___|___|___
	COMPUTATION UNIT 2.1.3	
-------------[ ]	• Whole number identification	___|___|___|___|___|___
-------------[ ]	• Addition	___|___|___|___|___|___
-------------[ ]	• Subtraction	___|___|___|___|___|___
-------------[ ]	• Money	___|___|___|___|___|___
	2.2. INTERMEDIATE LEVEL	
	READING UNIT 2.2.1	
-------------[ ]	• Newspapers and magazines	___|___|___|___|___|___
-------------[ ]	• Telephone book	___|___|___|___|___|___
-------------[ ]	• Days, months, time	___|___|___|___|___|___
	WRITING UNIT 2.2.2	
-------------[ ]	• Resume	___|___|___|___|___|___
-------------[ ]	• Job application	___|___|___|___|___|___
-------------[ ]	• Sentences	___|___|___|___|___|___
-------------[ ]	• Paragaraphs	___|___|___|___|___|___
	COMPUTATION UNIT 2.2.3	
-------------[ ]	• Multiply whole numbers	___|___|___|___|___|___
-------------[ ]	• Divide whole numbers	___|___|___|___|___|___
-------------[ ]	• Word problems	___|___|___|___|___|___
-------------[ ]	• Fractions identification	___|___|___|___|___|___
-------------[ ]	• Add fractions	___|___|___|___|___|___
-------------[ ]	• Subtract fractions	___|___|___|___|___|___
-------------[ ]	• Multiply fractions	___|___|___|___|___|___
-------------[ ]	• Divide fractions	___|___|___|___|___|___
	2.3. ADVANCED LEVEL	
	READING UNIT 2.3.1	
-------------[ ]	• Reference documents	___|___|___|___|___|___
-------------[ ]	• Consumer information	___|___|___|___|___|___
-------------[ ]	• Interpret forms	___|___|___|___|___|___
	WRITING UNIT 2.3.2	
-------------[ ]	• Compositions	___|___|___|___|___|___
-------------[ ]	• Advanced study skills	___|___|___|___|___|___
	COMPUTATION UNIT 2.3.3	
-------------[ ]	• Identify decimals	___|___|___|___|___|___
-------------[ ]	• Add decimals	___|___|___|___|___|___
-------------[ ]	• Subtract decimals	___|___|___|___|___|___
-------------[ ]	• Calculate percent	___|___|___|___|___|___
-------------[ ]	• Graduated scales	___|___|___|___|___|___
-------------[ ]	• Linear, area, volume measures	___|___|___|___|___|___
-------------[ ]	• Calculator	___|___|___|___|___|___

C. Reporting — Reporting encompasses gathering, recording, storing, retrieving, aggregating, and using data, more often about programs in the macro sense than separate youth in the micro sense. Generating, coding, and utilizing information will raise procedural issues similar to those discussed under recording.

Reporting occurs between delivery sites and program operators, program operators and service delivery areas, service delivery areas and states, states and the Department of Labor, etc. Reporting as an entity tends to blend in with its functional umbrella, technocratically labeled the management information system (MIS).

The MIS can focus on administrative concerns in the area of youth employment competencies, as well as promote better targeting and formulation of program mix. With data obtained from source reports sorted into appropriate categories, carefully analyzed, and judiciously applied, the MIS directly affects decisions concerning:

- program design and implementation
- screening and selection of contractors
- promotion of accountability and compliance
- monitoring program progress and performance
- institution of necessary modifications and refinements.

A management information system is as effective and productive as the data is accurate and the users are astute. Sound information on a timely basis can facilitate efficient daily management and operational control to keep small problems from growing.

Programs are reviewed to see if overall goals are being carried out. In the case of reporting and MIS, the emphasis is more on programmatic goals than individual objectives — although the former is founded on the latter in the cumulative sense. Youth employment competencies are the foundation of both.

Keeping the competency system "on track" is the reason for managing it. The MIS provides answers to questions like:

- Is the program performing as planned?
- What — and where — are the weak spots?
- Do competency-based results and post program outcomes justify the resource investment?

Management practices, like carefully using MIS findings, make it possible for a program to be accountable. Accountability means letting all interested parties know what the program expects to do, and to what extent those expectations are being realized at various time points.

Competencies expectations may be expressed as program goals, such as "85% of those enrolled in basic education competencies will become functionally proficient in reading, math, and language arts, or 90% of those attaining entry level proficiency as construction electricians will get hired full time in the building trades profession."

After competencies are developed, quantified, and translated into learning objectives and goals, performance must be reviewed constantly by checking accomplishments indicated by program reports against planned outcome levels. If differences exist between the planned and actual output, questions such as the following should be answered:

- What are the reasons for non-achievement?
- Are standards too high?
- Are participants being accepted who aren't ready?
- Could the teaching be ineffective or the measurement inaccurate?
- How can the program be modified to improve results?

It could be that the activities don't match the desired outcomes. Maybe particular segments of the program just aren't working out well. The MIS can be established in a way that is compatible with providing the answers to all of these inquiries, and more. Management functions like reporting, which help foster accountability in competency-based programs, also lead to enhanced credibility.

A question unasked before is, "If there are adjustments required, how much will it cost to make them?" An ideal way to promote the capacity for response is through an interface of management information systems with fiscal management systems (FMS). The information produced through such a link would allow for a much more specific association between costs and benefits, and increase the ability to make cost effective decisions related to competency-based programming.

Coupling management principles with operational practices makes for a more efficient program, smoother functioning, and higher performance. Data from an MIS/FMS interface enables monitoring and review activities to be more thorough and contributes to greater overall quality control. Finally, hard facts combined with skilled interpretation and practical, informed oversight bring about progressive project refinement.

At least 44 states presently have specific line items for SDAs to report the acquisition of youth employment competencies. Numerous SDAs also have MIS line items for contractors to indicate competency achievement. These lines read something like "attained PIC-recognized youth employment competencies."

A locality can really find out how well its programs are working by breaking out the competency areas offered into as many combinations as possible, and then checking **congruency relationships** between client characteristics, activities/services participated in, competencies achieved, and post program labor market status attained. Whether or not cause and effect relationships can be determined solely from this type of breakout, strong modal inferences will in fact appear. A program will still be able to learn a lot about itself. Include contractors as a variable in determining these correlations, and there is an information base upon which to begin to make some fairly sound decisions about particular operators. Display 38 presents a competencies attainment checklist form from the City of Los Angeles. This form breaks the competency areas out into their seven possible configurations. Resultant data on individuals would have to be added up in order to commence any serious programmatic impact study. (See Display 38.)

Determination of effect is facilitated from another angle when the MIS form directly reports the role competencies did or did not play in obtaining post program labor market status. The forms from the States of Louisiana (Display 39), Maine (Display 40), and Missouri (Display 41) show the achievement of competencies and some other/no other type of result, or the non-achievement of competencies and some other/no other type of outcome. Some extremely valuable, practical, and applicable data can be gotten from such reporting forms. (See Displays 39, 40, and 41.)

An excellent youth employment competencies MIS form comes from the State of Mississippi (Display 42). This reporting document not only breaks out competency attainment into the seven possible categories, but it also enables the relationship between such learning and the full range of post program labor market outcomes to be determined. This information is both invaluable and highly pragmatic. (See Display 42.)

Recording and reporting — separately and together — can provide essential ingredients for the promulgation and expansion of sufficiently developed youth employment competency systems. Enhanced efficiency and effectiveness will result. Programs will be better run. Participants will be better served. Labor markets will have much better prepared entrants.

FOR OFFICE USE ONLY

Date:____________________

Agency /Program:__________

Display 38.

COMPETENCIES ATTAINMENT CHECKLIST FORM

TO BE COMPLETED BY PROGRAM STAFF

INSTRUCTIONS: For the program participant listed below, please check those competencies attained by the participant and the level at which they were attained, in the accompanying chart. Be sure to provide the name and Social Security Number of the program participant. If the participant did not attain any competencies, please check this box ☐

Name of Program Participant:____
Last First Middle

Social Security Number of Program Participant_______-________-_________

	Level of Competency Attainment		
COMPETENCIES ATTAINED	BASIC	INTERMEDIATE	ADVANCED
1. Pre-employment/Work Maturity (ONLY)			
2. Basic Education (ONLY)			
3. Job-Specific Skills (ONLY)			
4. Pre-employment/Work Maturity and Basic Education (BOTH)			
5. Pre-employment/Work Maturity and Job-Specific Skills (BOTH)			
6. Basic Education and Job Specific Skills (BOTH)			
7. Pre-employment/Work Maturity, Basic Education, and Job-Specific (ALL) Skills			

The original of each Competencies Attainment Checklist Form should be forwarded to:

Constance Burnett
Evaluation and Training Institute
12401 Wilshire Boulevard, Suite 304
Los Angeles, California 90025

If you have any questions concerning the Competencies Attainment Checklist Form, please feel free to call Constance Burnett at 820-8521. Thank you for your assistance.

Display 39.

TERMINATION/STATUS CHANGE

LOCATION ☐☐☐ PROGRAM CODE ☐☐☐ ☐☐☐ ☐☐☐☐ ☐ OTHER ☐☐☐

Please Print All Entries-Circle Numbers Carefully

PROGRAM OUTCOME	ITEM 8 (BELOW) ☐☐	DATE OF TERMINATION/ STATUS CHANGE Mo. Day Year	# of Weeks Participated

1. Name (Last, First, Middle)	2. A/C Telephone Number	3. Social Security Number
4. Name of Nearest Relative or Friend	5. Relationship	6. A/C Telephone Number

7. Address of Relative or Friend (Number, Street, City, State, Zip Code)

8. Program Outcome (Circle Only One)

A - Entered Unsubsidized Employment

01 Entered Part-Time Employment
02 Entered Registered Apprenticeship
03 Entered Armed Forces
04 Entered Other Full-Time Employment

B - Youth Employability Enhancements

05 Entered Non-Title II Training
06 Returned to Full-Time School
07 14-15 Year Old Completed Program Objective
08 Completed Major Level of Education (Elementary, H.S., Post H.S.)

C - Other Termination

09 Other (Specify) ______________________

D - Status Change

10 Transfer Within Title

LOCATION ☐☐☐ PROGRAM CODE ☐☐☐ ☐☐☐ ☐☐☐☐ ☐ OTHER ☐☐☐

Entry Date	Ending Date	Total Hours
Mo. Day Year	Mo. Day Year	

11 Holding Begins
12 Holding Ends
13 Data Item Change

9. Youth Employment Competencies (Recognized by PIC) Specify:
1 Attained (Both) Employment Competencies and 8-A or B
2 Attained Employment Competencies Only

10. Welfare Status
1 Off Welfare
2 On Welfare

11. Hourly Wage	At Eligibility Determination	At Termination	Difference
1 With Pre-Program Hourly Wage	$ ________	$ ________	$ ________
2 Without Pre-Program Hourly Wage		$ ________	

12.	13. Hours Per Week If Employed at Termination	14. Training Related 1 Yes 2 No

15. Employer's Name, Address, Telephone Number	16. S.I.C. Code	17. Occupation D.O.T. Code ________ Title

18. Supervisor's Name	19. Starting Date Mo. Day Year	20. (Interviewer's Signature) (Date Signed)

LDOL-JTPA 706 (3-23-84)Revised

MAINE DEPT. OF LABOR
TRAINING RESOURCE CENTER, INC.

Display 40.

JTPA — TERMINATION FORM

DATE FORM COMPLETED ____/____/____ RECORD NUMBER ☐☐☐☐☐

PARTICIPANT

LAST NAME ____________ FIRST NAME ____________ INITIAL ____

Title ______ Project ______ Last Activity ______ Site ________ ____________ Social Security Number

Placement Counselor ☐☐☐

Termination Code ☐☐☐

Date Terminated ☐☐ ☐☐ ☐☐
MO. DAY YEAR

SHADED AREAS MUST BE COMPLETED IF INDIVIDUAL IS EMPLOYED, RETURNED TO SCHOOL, OR TRANSFERRED TO ANOTHER TITLE

[illegible] ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

[illegible] ______________________________ ZIP

Company [illegible] ☐☐☐☐☐☐☐☐☐☐☐☐☐☐ ______________

Telephone ☐☐☐ ☐☐☐☐

Placement [illegible] Dot ☐☐☐☐☐☐☐☐☐

[illegible] ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Placement [illegible] $ ☐☐☐ ☐☐ per hour

Hours/Week ☐☐

Training Related [illegible] ☐ yes ☐ no

Private Sector Placement ☐ yes ☐ no

Competency Certification
1. ☐ N/A
Certificate
2. ☐ yes
3. ☐ no

Weekly Amount
U.I. at Termination ☐ yes ☐ no ☐☐☐

TERMINATION CODES

YOUTH ONLY

A01 Registered Apprenticeship
A02 Armed Forces
A03 Self-Employed
A04 Full/Part-time Unsubsidized Employment
[illegible]
B04 [illegible]
[illegible]
[illegible]
C01 Laid off
C02 Incarcerated
C03 Hospitalized
C04 Pregnancy
C05 Poor Health
C06 Family Care Required
C07 Transportation Problems
C08 Moved from Area
C09 Death
C10 Returned to Welfare
C11 Refused to Continue
C12 Poor Attendance
C13 Document Falsification
C14 Dangerous Behavior
C15 Could Not Help
C16 Other Non-Positive Termination
C17 Administrative Separation
C18 Cannot Locate
C19 Exceeded Program Duration
C20 Exceeded Maximum Wage or Allowance Limits
C21 Found Ineligible After Enrollment
C22 Project or Program Terminated
D01 Entered Other JTPA Program
D02 End of Co-Enrollment
D03 Completed EDP
D04 Title Transfer
D05 Competency Certificate

TO BE COMPLETED WITH TERMINATION VERIFICATION

DATE VERIFIED ____/____/____

[illegible]

VERIFIED BY [illegible]

[illegible]

JTPA 300 (Rev. 7/84) WHITE COPY — INTAKE CENTER / YELLOW COPY — CASELOAD FILE

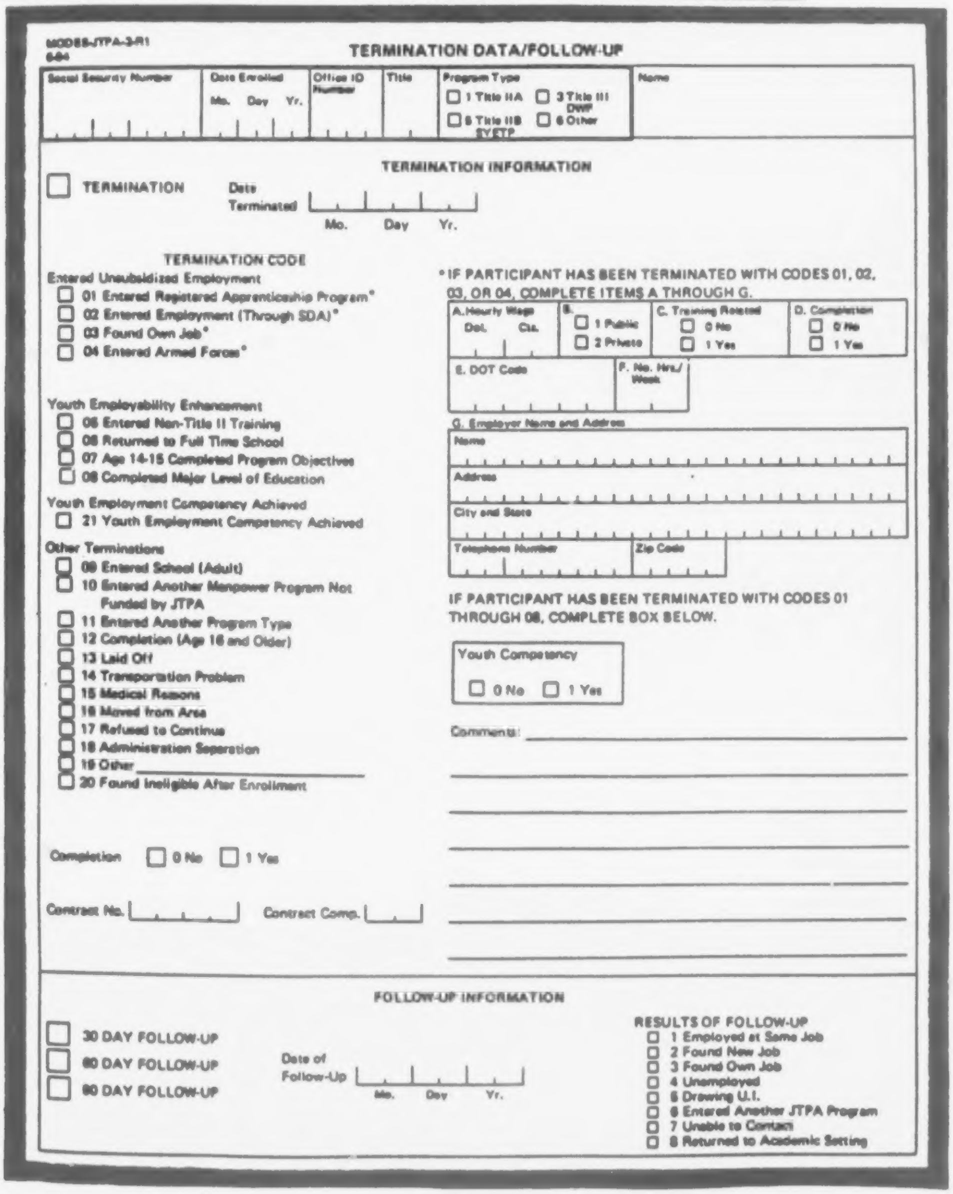
BEST COPY AVAILABLE

Display 41 .

PREPARATION OF FORMS
FORM-MODES-JTPA-3, TERMINATION DATA/FOLLOW-UP

42-600

FACSIMILE OF FORM MODES-JTPA-3-R1, TERMINATION DATA FOLLOW-UP.



MODES-JTPA-3-R1
6-84

TERMINATION DATA/FOLLOW-UP

Social Security Number	Date Enrolled Mo. Day Yr.	Office ID Number	Title	Program Type ☐ 1 Title IIA ☐ 3 Title III DWP ☐ 5 Title IIB SYETP ☐ 6 Other	Name

TERMINATION INFORMATION

☐ TERMINATION Date Terminated Mo. Day Yr.

TERMINATION CODE

Entered Unsubsidized Employment
- ☐ 01 Entered Registered Apprenticeship Program*
- ☐ 02 Entered Employment (Through SDA)*
- ☐ 03 Found Own Job*
- ☐ 04 Entered Armed Forces*

Youth Employability Enhancement
- ☐ 05 Entered Non-Title II Training
- ☐ 06 Returned to Full Time School
- ☐ 07 Age 14-15 Completed Program Objectives
- ☐ 08 Completed Major Level of Education

Youth Employment Competency Achieved
- ☐ 21 Youth Employment Competency Achieved

Other Terminations
- ☐ 09 Entered School (Adult)
- ☐ 10 Entered Another Manpower Program Not Funded by JTPA
- ☐ 11 Entered Another Program Type
- ☐ 12 Completion (Age 16 and Older)
- ☐ 13 Laid Off
- ☐ 14 Transportation Problem
- ☐ 15 Medical Reasons
- ☐ 16 Moved from Area
- ☐ 17 Refused to Continue
- ☐ 18 Administration Separation
- ☐ 19 Other ____________________
- ☐ 20 Found Ineligible After Enrollment

Completion ☐ 0 No ☐ 1 Yes

Contract No. Contract Comp.

*IF PARTICIPANT HAS BEEN TERMINATED WITH CODES 01, 02, 03, OR 04, COMPLETE ITEMS A THROUGH G.

A. Hourly Wage Dol. Cts.	B. ☐ 1 Public ☐ 2 Private	C. Training Related ☐ 0 No ☐ 1 Yes	D. Completion ☐ 0 No ☐ 1 Yes
E. DOT Code	F. No. Hrs./Week		

G. Employer Name and Address

Name

Address

City and State

Telephone Number | Zip Code

IF PARTICIPANT HAS BEEN TERMINATED WITH CODES 01 THROUGH 08, COMPLETE BOX BELOW.

Youth Competency
☐ 0 No ☐ 1 Yes

Comments: ____________________

FOLLOW-UP INFORMATION

- ☐ 30 DAY FOLLOW-UP
- ☐ 60 DAY FOLLOW-UP
- ☐ 90 DAY FOLLOW-UP

Date of Follow-Up Mo. Day Yr.

RESULTS OF FOLLOW-UP
- ☐ 1 Employed at Same Job
- ☐ 2 Found New Job
- ☐ 3 Found Own Job
- ☐ 4 Unemployed
- ☐ 5 Drawing U.I.
- ☐ 6 Entered Another JTPA Program
- ☐ 7 Unable to Contact
- ☐ 8 Returned to Academic Setting

Display 42.

168

MISSISSIPPI

Enter Responses by Typing or Printing with a Ball-Point Pen.

JTPA ACTIVITY STATUS AND TERMINATION NOTICE

1. LAST NAME ______ FIRST NAME ______ MI. __

2. SOCIAL SECURITY NO. ___ __ ____

3. SUBGRANT NO. __ ___ ____ ___ ___

4. **ACTIVITY CODES**

20 Institutional Skill Tr.
21 Individual Referral
22 Institutional Tr./Retraining
23 Institutional Tr./Upgrade
24 Institutional Tr./Industry
25 Institutional Tr./Other
30 OJT/Private
31 OJT/Public
32 OJT/Retraining
33 OJT/Upgrade
40 Work Experience
41 Work Experience/Training
42 Education for Employment
43 Pre-Employment Skills Tr.
44 Entry Employment Experience/ Full-Time
45 Entry Employment Experience/ Cooperative Education
46 Entry Employment Experience/ Tryout Employment
47 School to Work
60 Remedial Education
61 GED
62 Advance Career Tr.
70 Participant Support
71 Waiting Unassigned
72 Placement Services
73 Termination Investigation
90 Other

5. ACTIVITY STATUS

A. Line	Check (✓) 1 Per Line: B. Enter	Check (✓) 1 Per Line: C. Exit	D. ACT. CODE	E. PROJECT CODE	F. TRANSACTION DATE Mo. Da. Yr.	Respond for Exits Only: G. Sat. Completed	Respond for Exits Only: H. GED or Academic Credit	Respond for Exits Only: I. Comp. Transfer	Occupation of Training or Employment: J. JOB TITLE	Occupation of Training or Employment: K. D.O.T. CODE	L. HOURLY WAGE
1			__.__	________	__-__-__	☐ 1 - Yes ☐ 2 - No	☐ 1 - Yes ☐ 2 - No	☐ 1 - Yes ☐ 2 - No		_________	$.
2			__.__	________	__-__-__	☐ 1 - Yes ☐ 2 - No	☐ 1 - Yes ☐ 2 - No	☐ 1 - Yes ☐ 2 - No		_________	$.
3			__.__	________	__-__-__	☐ 1 - Yes ☐ 2 - No	☐ 1 - Yes ☐ 2 - No	☐ 1 - Yes ☐ 2 - No		_________	$.
4			__.__	________	__-__-__	☐ 1 - Yes ☐ 2 - No	☐ 1 - Yes ☐ 2 - No	☐ 1 - Yes ☐ 2 - No		_________	$.
5			__.__	________	__-__-__	☐ 1 - Yes ☐ 2 - No	☐ 1 - Yes ☐ 2 - No	☐ 1 - Yes ☐ 2 - No		_________	$.

TERMINATION DATA

6. **REASONS FOR TERMINATION**

ENTER APPROPRIATE REASON HERE ☐ __ __

Entered Employment
01 Entered Part-Time Employment
02 Entered Registered Apprenticeship
03 Entered Armed Forces
04 Entered Other Full-Time Employment

Employability Enhancement Term.
05 Entered Non-Title II Training
06 Return to Full-Time School
07 14-15 Completed Program Objectives
08 Completed Major Level Education

Other Terminations
09 Transportation
10 Moved From Area
11 Refused to Continue
12 Administrative Separation
13 Cannot Locate
14 Laid Off
15 Program/Component Ended
16 Health
17 Dropped Out of School
18 Pregnancy
19 Family Care
20 Ineligible After Enrolled
21 Unable to Place
22 Completed Upgrade Tr. Not Promoted
23 Adult entered other Training
24 SDA Transition
25 Remained in School
26 Other

Youth Competency Term
27 Attained Youth Competency

7. TERMINATION DATE Mo. Da. Yr. __-__-__

8. LABOR FORCE STATUS
☐ 1 Employed
☐ 2 Unemployed
☐ 3 Not in Labor Force

9. WELFARE RECIPIENT
☐ 1 - Yes
☐ 2 - No

10. YOUTH EMPLOYMENT COMPETENCIES (Youth Only, Mark 1)
☐ 1 Pre-Employment/ Work Maturity
☐ 2 Basic Educational
☐ 3 Job Specific
☐ 4 PE/WM & BE
☐ 5 PE/WM & JS
☐ 6 BE & JS
☐ 7 PE/WM, BE & JS
☐ 8 N/A

PLACEMENT DATA

11. EMPLOYER AT TERMINATION

12. START DATE __-__-__

13. EMPLOYER ADDRESS

14. EMPLOYER CITY

15. STATE

16. ZIP

17. PHONE ___ ___ ____

18. IMMEDIATE SUPERVISOR

19. HOURLY WAGE $ __.__

20. HOURS/WK. __

21. D.O.T. CODE _________

22. TRAINING RELATED
☐ 1 Yes
☐ 2 No

23. SECTOR
☐ 1 Private
☐ 2 Public

24. COMMENTS:

25. COMPLETED BY

26. AGENCY

27. LOCATION

28. DATA KEYED BY

29. DATE

JT-2(Rev. 9/84)

White – SDA Yellow – Completer Pink – Extra Gold – Employer

9. Monitoring and Capacity Building

A. Monitoring — There are two other "features" of a sufficiently developed youth employment competency system which, while not requirements, can still make a fair program good, and a good program even better — monitoring and capacity building.

Monitoring involves conducting interval progress checking on a periodic basis (a) to provide feedback to staff, project operators, site personnel, and participants on the advancement of young people, and (b) to aid programs in effecting tighter management and improved operations. Data on approaches used by SDAs to institute youth employment competencies can be an important factor in enhancing program planning, implementation, and administration. Preventive maintenance, whenever possible, is the desirable course.

In order for an SDA to take credit for positive terminations due to the attainment of youth employment competencies, there must be a sufficiently developed system functioning in the locality. This system should be working in accordance with local substantive intent and state procedural guidelines.

State staff reviewing SDAs, and SDA staff checking contractors, will utilize monitoring instruments to obtain a general profile of local competency-based strategies in use. They will also use monitoring instruments to formulate a specific rating of adherence to the related requirements of a sufficiently developed youth employment competency system. Monitoring staff will study performance along intermittent points in time to determine statistical success and to see that all elements are functioning well (e.g., assessment/evaluation facilities are adequate, copies of EDPs are going to appropriate parties, curriculum abstracts are complete and accurate, and records are properly documented).

Using question and answer, product review, and observation techniques, monitors should talk to participants, staff, instructors, and site personnel, peruse files, watch activities, and examine output first-hand to see if young people can actually "do interviews, show up on time, compute, and type." They should rate content, process, structure, and sequence encompassed by the youth employment competencies system. It is good practice to conduct a separate check for every competency area in use. Frequency of desk, phone, mail, and onsite monitoring is certainly a matter for state and local discretion, but conducting a competencies review every other quarter does not appear excessive. Covering at least a five percent sample — by file check or in person — of all youth during a review seems appropriate, with fairly even distribution by service deliverers and program operators. In any case, large and small SDAs would need to deal with their own circumstances to get statistically valid sample sizes.

The collection of information and analysis of data through monitoring will show compliance or non-compliance with systemic requisites. Monitoring is most pragmatic and effective when done through human interaction. When done in this fashion, it provides a more solid foundation for making the right recommendations. For example, different forms of corrective action are warranted where non-compliance is due to nonfeasance, misfeasance, or malfeasance, and people make such decisions better than calculators do. Program revisions may be necessary to remedy negative correlations between the attainment of competencies and the acquisition of desired post program labor market outcomes. Even programs that obtain fiscal rewards for good performance count on the monitoring process to help increase the fruits of their toil.

Monitoring programs parallels the procedures used to review educational institutions for purposes of accreditation. The concept of checking a program's functions in order to improve practice and product crosses disciplines. Fostering professional standards requires systematic reviews, as well as checks on consistency and technical accuracy.

Figure 20 provides a quick way to scan the planned learning output in a program versus the actual, by competency area by quarter. (See Figure 20.)

Display 43 presents an extremely comprehensive youth employment competencies instrument prepared for the State of California by Brandeis University in association with the National Alliance of Business. It could be adapted for use by an SDA with some minor — yet carefully made — modifications. This approach takes a competency-based look at competency-based programs. A somewhat less extensive example used by the Contra Costa County (California) SDA is contained in the appendix for this chapter. (See Display 43.)

Figure 20.

"Performance By The Numbers"

Competency Area	First Quarter				Second Quarter				Third Quarter				Fourth Quarter			
	Number of Youth Enrolled		Number Attaining Competencies		Number of Youth Enrolled		Number Attaining Competencies		Number of Youth Enrolled		Number Attaining Competencies		Number of Youth Enrolled		Number Attaining Competencies	
	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual
Pre-Employment/ Work Maturity																
Basic Education																
Job Specific Skills																
Totals																
* Percentages $\left(\frac{\text{Plan}}{\text{Actual}}\right)$																

* Any percentage below 80(%) should receive immediate attention!!!

Display 43.

STATE OF CALIFORNIA

JTPO

YOUTH EMPLOYMENT COMPETENCIES MONITORING INSTRUMENT

PILOT

PY 85-86

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Contents

I. Purpose

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I. Purpose

The State of California Directive, 85-2, issued April 10, 1985, establishes policy and procedures for the development, documentation, and reporting of employment competencies as a performance standard for youth under JTPA. The Directive was issued in order "to insure that those terminations reported as "attained employment competencies", reflect a reliable and valid indication of the SDA's effectiveness in preparing youth for employment."

The State Job Training Partnership Office will utilize information gathered through this monitoring instrument to determine SDA adherence to the requirements of a sufficiently developed youth employment competencies system as defined in JTPA Directive 85-2.

II. SDA Reviewed:

a. SDA____

b. Address______________________________________

____

____

c. Phone_______________________________________

d. Contact Person________________________________

e. Title_______________________________________

f. State JTPO Liaison Conducting Review

____

g. Date(s) of Review______________________________

III. Profile of Youth Employment Competency (YEC) System Under Review

The State JTPO requires base line information on each YEC system for the purposes of monitoring and to help facilitate information sharing among service delivery areas.

A. Written Description

Using desk monitoring and on-site contact (the frequency of site visits and telephone/mail contact is covered elsewhere), prepare, obtain, or modify an existing description of the Youth Employment Competency System. The profile should be no more than three single spaced pages and can be as short as one page. Attach the profile to this instrument.

B. Monitoring Profile

In addition to the above, please answer the following questions in a few sentences. Since some of the items may not be applicable, use "N/A" in the right margin as appropriate. Use "DK" if you don't know an answer. Use attachments if more space is needed.

1) What stage is the YEC in? Check one

Design stage ☐

Pilot/modification stage ☐

Full implementation stage ☐

2) What is the training curriculum?

	Name of Curriculum Material	Description
Pre-employment and/or work maturity		
Basic education		
Job specific skills		

3) **Is the curriculum delivered on a individualized basis or in traditional group/class formats?**

Pre-employment/work maturity______________________________

____

____

Basic education____

____

____

Job Specific Skills______________________________________

____

____

4) Briefly describe the __assessment__ or __evaluation__ tools in use. Are they normed? Standardized? Pencil/paper? Oral questioning? Work samples? Behavioral observation? Home grown? Commercial materials?

	Instrument Name	Characterization/ Comments
Pre-employment/work maturity		
Basic Education		
Job Specific Skills		

5) Are the youth employment competencies addressed by the program(s) recognized by the PIC?

Yes ☐

No ☐

If yes, when did the PIC approval take place? What evidence is on file to document "PIC recognition"/approval took place?

____

____

____

____

____

If no, when will the approval process take place and note other relevant information related to PIC involvement:

____

____

____

____

____

6) Do your interviews and observations reveal whether the employment competencies addressed by the program(s) are measurable by the program(s)?

Yes ☐

No ☐

7) Are the employment competencies written and clearly defined by descriptions of the skills taught, the level of proficiency which must be achieved and the methodology which will be used to verify competency achieved?

Yes ☐

No ☐

My observations and interviews indicate that the YEC system has:

Clearly defined descriptions of skills taught:

Yes ☐ No ☐

Proficiency levels which must be achieved

Yes ☐ No ☐

Methodologies to verify achievement

Yes ☐ No ☐

Describe any negative answers below:

____

____

____

____

____

____

8) Monitoring reveals that there is documenation to show that there are procedures to insure that the evaluation and/or assessment system (pre-tests/post-tests) is administered fairly and objectively.

Yes ☐ No ☐

9) Is there a credential of some sort for clients completing services in the YEC?

Yes ☐ No ☐

Describe: ____

____

____

____

____

10) **Who is served by the YEC? Does there appear to be any special target group for YEC training, i.e., in-school/out-of-school youth, males/females, racial/ethnic groups, etc.?**

Describe:____

11) **In your opinion, does the YEC have the** potential **to serve as** the foundation for a coordinated and rational service delivery **system in the local area?**

Yes ☐ **No** ☐

Describe____

12) **Has the local service area's MIS kept pace with the YEC system? Is there coordination?**

Yes ☐ **No** ☐ **Don't Know** ☐

Describe____

13) **Use this space to elaborate on any possible problems or to further describe the YEC:**

____

____

____

____

____

____

____

____

____

____

IV. **File Search**

Conduct a file search on 5 to 10 percent (random) participant files in at least one program in the YEC system under review. On subsequent monitoring visits, rotate the file search to other programs in the YEC.

Name of Program in File Search________________________________

____

Date____

a) The documentation to substantiate that individuals did not have employment competencies, recognized by the PIC, prior to JTPA participation, is:

Adequate ☐ Inadequate ☐ Not Available ☐

b) The documentation to substantiate that individuals were enrolled in program services that sought to develop the deficient competencies is:

Adequate ☐ Inadequate ☐ Not Available ☐

c) There is post-test documentation to substantiate the attainment of PIC recognized competencies

Yes ☐ No ☐

The post-test documentation is:

Adequate ☐ Inadequate ☐

d) Participants must be 14-21 at the time of enrollment. The file search did not find instances of people over or under age at time of JTPA enrollment.

Age limits were followed ☐

Minor/random exceptions ☐

Problem in following age limits ☐

Describe____

____

____

____

____

e) The file search reveals only one "attained" youth employment competency termination per client

Yes ☐

No/but minor/random exceptions ☐

Problem following state directive ☐

Describe____

f) File search reveals only one termination reason per client

Yes ☐

No, but random/minor exceptions ☐

Problem following state directive ☐

Describe____

V. Rating on elements of a sufficiently developed YEC system

Using the profiles, file search, and general monitoring, (including interviews, product reviews, and observations) rate each aspect of a YEC system using the following scale. Some of the following items relate directly to compliance with State Directives while others relate to the components of a comprehensive and "sound" system.

5 = Excellent

4 = Good

3 = Acceptable

2 = Below Average

1 = Poor

0 = Not in place

Total the findings in each vertical column. For a locality to be considered in general compliance and in "substantive working order", a total of 30 should be obtained for each competency area in which positive terminations are being claimed. Highlight any score of less than 30 by circling it in red. Explain a rating of "2" or less for any element in the "comments section".

Elements of a Sufficiently Developed Youth Employment Competencies System	COMPETENCY AREAS		
	Pre-Employment/ Work Maturity	Basic Education	Job Specific Skills
a. Competency Statements (that are employment related, objective, quantifiable, and verifiable, with clearly defined skills, levels of achievement, and means of measurement)			
b. PIC Recognition (that the competencies are relevant to the SDA, with substantiation of this approval available)			
c. Assessment (that provides a baseline of participant needs at the start of the program, with methods that are valid, reliable, and unimpaired by bias)			

d. Employability Development/ Individual Education Planning (that uses assessment results in assigning enrollees to the right learning activities at the appropriate sites)			
e. Curricula, Training Modules and Related Services (that teach the employment competencies in which youth are found to be deficient)			
f. Evaluation (that ascertains participant growth and achievement at the end of the program, with methods that are valid, reliable, and unimpaired by bias)			
g. Certification (that youth employment competencies have been attained, using certificates to clients and/or "notorized" records of accomplishment submitted to the state)			
h. Documentation (that entails maintaining records in files which cover elements specified by state directives, and following reporting guidelines)			
i. Monitoring (that conducts progress checking on a periodic basis to provide feedback to staff, project operators, site personnel and clients on the latters' advancement and to aid programs in effecting tighter management)			
j. Consistency (that reflects the overall capacity of the system to furnish internally useful and externally acceptable proof that gains occurred as a result of program participation)			
TOTALS			

k. Comments

VI. Technical Assistance Needed/Corrective Action Required: Based on results reported in this monitoring guide, briefly summarize the major results and list the type(s) and format(s) of technical assistance or corrective intervention warranted, if any, in the space below, including timelines and critical periods. Attach copies of supporting documents as necessary. Use extra pages if appropriate. Then sign, date, and submit the instruments.

a. Intervention Summary Recommended:

Signature____

Date____

B. Capacity Building — Capacity building is generally believed to be crucial to the success of youth employment competency programs. Roughly one-third of all service delivery areas have not yet established competency systems. Many of the others lack the sophisticated in-house expertise to refine their programs beyond the ground level. Improving capabilities to design, operate, and manage competency-based projects increases staff ownership in the venture, and enhances participant prospects.

Capacity building is for planners and administrators, as well as for venders who implement and run the various activities, services, and courses. Competency outcomes can be used as tools of accountability for all of these individuals. For example, if participants in one instructor's component or training module continually cannot achieve competencies, notice is taken. Either the class is revised or the instructor replaced, or both. If four out of twenty enrollees have trouble, then the problem is with the young people. If sixteen out of twenty have trouble, that is taken as an indication that something is missing between the instructor and the participants. The instructor then has the problem, and is held accountable for solving it. The better the capacity of the staff, the better the teaching/learning process should be for the youth. Building capabilities of worksite supervisors and other involved persons from the community makes them more equipped to evaluate enrollee performance and to review a curriculum to make sure it meets employer expectations and reflects local labor market needs. All of this accrues to the enhancement of participants' employability development.

The need for capacity building presently seems to encompass the following topics:

- learning theory and methods of behavior modification as applied to "disadvantaged" young people
- organization of general courses of study, task analysis, sequencing from the simple to the complex
- methods of integrating occupational skills training, basic education, and work readiness preparation
- identification, location, access, and use of available resources — community, commercial, public domain
- techniques for testing and tracking participant progress
- division of labor — who provides what function for whom? how? why? when? where? (by client group, component/module, agency — with all of the parts efficiently linked together).

People are taught about competencies most effectively through a four-phase, experiential, hands-on learning approach encompassing general orientation, specific training, on-site technical assistance, and follow-up problem solving/trouble shooting to remove the bugs once a system has been in place locally for some time. Helpful vehicles include information exchange, document dissemination, colloquia, and brokering of expertise.

The ingredients that actualize the tenets and principles of capacity building are practice and application on the home front where primary job duties are carried out. The best way state and local staff can learn and "own" what others teach is to utilize it, with a "twist" of personal adaptation to make it fit and feel right. Competency-based programming is not time-based, but performance-based. However, for staff development and vendor preparation purposes, time is a factor. Establishing a youth employment competency system on a sufficiently developed basis often takes well over a year, just for the first cut. It takes that long — and more — to internalize the process.

A disservice is done all around if anybody expects a two-day workshop on competencies to turn out "instant experts." A roughly equivalent analogy would have "typical" students being expected to learn Algebra I or Geometry in a week. It usually doesn't happen.

Capacity building has a proven track record — it works at the national, state, and local levels. It requires the commitment of self, effort, time, money and a willingness to be part of progressive evolution and positive change in the way young people develop, learn, and grow.

10. Accountability Points, and Living with the Variations

A. Accountability Points - Having the elements of a sufficiently developed system in place leads to "accountability," where further decision points must be addressed. Localities must determine what constitutes a positive termination for the attainment of PIC-recognized youth employment competencies. Many programs have not yet decided this issue.

Setting standards is tough. Actually specifying the numerical performance levels programs and young people are expected to achieve is not easy because there is not a lot of history or precedent concerning youth competencies. Attainment of employment competencies is closely linked to matching participants with components that can successfully help them learn. There must be measurement devices that provide sound findings and acceptable means of substantiating accomplishment.

The first year of a competency-based program usually constitutes a trial run to see whether definitions are too broad and whether levels of achievement are too optimistic. Teaching techniques may not fit and testing methods may not be suitable.

The second year of a program should encompass adjustments necessary to remedy shortcomings of the initial effort. Accompanying such modifications should be clear delineations of expected youth employment competencies outcomes for projects and participants, with written criteria which describe successful performance.

Decisions must be made on the level of achievement necessary to satisfy competency criteria, such as 9 out of 10, X %, average quality/quantity of output, or test score cut-off point. Accountability is best expressed numerically, although in some basic education competencies programs, expression of achievement is done through letter designation. Approaches that are founded on "the satisfaction of the instructor" give the appearance of being too soft, if a rating such as this is not translated into a quantifiable score. Appearing "warm and fuzzy" does little to enhance the legitimacy and credibility of the youth employment competencies concept.

Determining proficiency levels should be done from a perspective of **mastery learning rather than minimum competency testing.** Mastery learning is really a style of programming that encourages youth to achieve the maximum they can within existing circumstances. The minimum competency testing approach focuses on getting youth to do only what they have to do in order to get by. For example, in office education most instructors recognize that being able to type 35 words per minute without error is not fast enough in the business world. To expect each student to be able to type 100 words per minute without error is beyond practical expectations in all but very specialized situations. Therefore, 65 words per minute without error has generally been established as the performance point required to demonstrate entry level proficiency. Mastery learning settings would encourage youth to go as far beyond 65 words per minute as possible. Minimum competency testing settings would concentrate on having all enrollees reach entry level, and would give little, if any, emphasis to progress beyond that threshold. In minimum competency testing, the 65 words per minute baseline becomes the ceiling. The minimum becomes the maximum, with few young people encouraged to reach their full potential.

States define what an attained youth employment competencies positive termination is for reporting purposes. Forty-five of the 48 states which have set such a policy have said that a locality may take a positive termination for competency acquisition if a participant accomplishes locally set standards in any one of the three competency areas. PICs establish scores, percentages, or necessary ratings for indicators, competencies, and the attainment of a youth employment competency area, thereby signifying the capacity to take positive terminations. For competencies and indicators, local jurisdictions have established numerical standards such as: young people will demonstrate proficiency in applications by attaining a score of 95% on two out of three episodes of the ABC Sample Application Exercise, with no indicator (e.g., neatness, legibility, completeness) rated at less than a three on a one to five scale.

PICs could use one — or a combination — of the following options in designating what a positive termination is (the numbers presented are examples):

- an attained youth employment competencies positive termination may be taken when a young person achieves 80% of the competencies taught (16 out of 20) in one area, i.e., the participant accomplishes the benchmark in each of sixteen competencies;
- an attained youth employment competencies positive termination may be taken when a young person achieves a cumulative average score of 80% across all of the competencies taught in one competency area, i.e., the enrollee obtains a mean of 80 over all 20 competencies;
- an attained youth employment competencies positive termination may be taken when a young person meets the requisites of either or both of the first two alternatives, and scores no less than 60 on any of the 20 competencies taught;

- an attained youth employment competencies positive termination may be taken when a young person meets the requirements of one, some, or all of the aforementioned options, and accomplishes the benchmarks in certain core competencies, i.e., a client can only be determined proficient in pre-employment/work maturity if he/she achieves the resume, application, interview, punctuality, attendance, and task completion competencies. An enrollee may miss some of the competencies in this area, but accomplishing the benchmarks in these six is essential to gaining a positive termination.

The same general principles apply to **benchmarks and indicators.** One competency scored on a checklist could have a benchmark of 80% needed to demonstrate proficiency (eight out of ten items must be checked as "yes," with six core items required to be attained). Another competency scored on a rating scale could also have a benchmark of 80% needed to demonstrate proficiency (raw total of 40 points must be obtained on 10 items rated on a scale of 1-5, i.e., average 4, with no item rated at less than a 3). Certain items/indicators on either the checklist or rating scale could be raised in importance by weighting, i.e., instead of having ten items on a checklist each worth one point, there could be eight items, with one worth three points and the other seven worth one each. On a rating scale of eight items instead of ten, two items could be worth ten points each and six could be worth five points each, for a total item point value of fifty.

A number of references have been made in this document to "averaging four out of five on ten indicators, with no indicator scored at less than a 3." This "rider" is the most basic of accountability points. For example, there are ten indicators on a resume exercise rating scale, with each being worth a maximum of five points. A benchmark of 80% without a "rider" could allow a young person to get eight "5's" and two "0's" and still achieve proficiency. The resume could be complete but not neat, or accurate but not legible. By requiring that each of the ten items be scored at a "3" or higher, and that there be an average rating of four out of five on the ten items to get 80%, there is some assurance of capability in all of the subparts as well as proficiency of the whole.

It is important to remember that the 80% requirement and the rider go together. Not infrequently a system requires participants to "get at least a three on every indicator," with no mention of a benchmark for the competency. Following this to the logical conclusion, the benchmark becomes 60% (at least a three out of five on every item). Not too many programs seem to want to flaunt such low performance levels. In such instances, attention to detail becomes important.

Scores may vary in meaning from one place to another, as will the quality of instruction and the accuracy of findings. A "B-" in junior English composition at Walt Whitman High School may not mean the same thing as a "B-" in junior English composition at Barrington Eddington Toff High School in the same city. An "80%" may not represent the same output everywhere in the employment and training system either. However, this score does seem to be the generally regarded baseline of proficiency across SDAs. The Winne-Fond, Lake (Wisconsin) PIC believes that an "80% competency level reflects a grade of 'C'." Folks are slowly moving toward quality control. That is why these various accountability points are so important. They help move the system closer to overall consistency and comparability.

Some localities have gone beyond taking positive terminations for achievement of competencies in a single area. A number of PICs have established criteria under which positive terminations for the attainment of employment competencies can only be taken for young people who have mastered pre-employment/work maturity, basic education, and job specific skills. Other local jurisdictions have decided that participants must achieve the numerically founded level of performance required in one particular area — usually pre-employment/work maturity — and achieve competencies in one other area before the youth are considered sufficiently prepared for labor market entry.

An alternative to the numerically founded approach is the **employability development plan managed approach.** Under this methodology, young people are required to attain all competencies in which they demonstrate deficiency at program entry — regardless of the number of competency areas encompassed — in order for the program to report positive terminations for the attainment of youth employment competencies. This approach is being adopted by an increasing number of PICs. The Spokane City-County Employment and Training Consortium has decided that "an 'Attained Youth Competency' would be awarded when each competency identified in an individual's training plan is met within the time of the JTPA experience." (p. 5)

More and more localities are requiring that young people have a **minimum level of need** at the time of admission to the program before they can become "potential" positive terminations for the attainment of youth employment competencies. For example, if the program teaches twenty pre-employment/work maturity competencies, a participant must have a learning deficit in at least 55% of them (11 out of 20) to be tracked as a potential competency-based positive termination. Enrollees not having this level of need would still be taught competencies, but would not be able to be positively terminated for attaining them. The minimum level of need is an excellent way to tighten a local youth employment system and achieve programmatic integrity and credibility.

Programs should build upon the strengths of young people, who ought to be "credited" with what they know. The question is, "How much credit?" Consideration might be given to an approach calling for a person to be deficient in at least 1/3 of the competencies in a particular area. Learning would not be precluded for those who may only need five out of twenty competencies, but one termination avenue would be closed to the program for these particular youth. If the competency area standard in this example is 80%, such participants are starting at 75%, and only need to get one competency before the program could take positive terminations — prior to the institution of the minimum level of need. That would have been too much for not enough. The rationale for the minimum level of need concept is to combat creaming, promote program integrity, and discourage questionable outcomes.

There are several **other strategies** for defining an attained youth employment competencies positive termination. PICs can accept a training institution's grading mechanism as the criteria for determining participant level of achievement in a program. In such a mode, designation of a summative proficiency might also represent attainment of competencies in a whole area. For example, achieving a 10th grade reading level on the QSPC Mid-Teens Reading Test could be used to indicate labor market entry readiness in basic education skills for Red Smith. Performance on a six hour, two part (paper/pencil and hands-on) occupational skills test could be used to show that Pippy Pennell is at Level III — "capable of functioning at entry level in drafting." Examination results and course grades (expressed either by letter, a "B+" in remedial math, or by number, an "87" proficiency rating as a backhoe operator) are being accepted as meeting the requirements for demonstration of competencies acquisition.

PICs are also using the concept of gains in incremental amounts to signify the attainment of youth employment competencies. This approach functions as follows: The PIC decides what level of increase in proficiencies is appropriate. This margin of progress is then instituted across the board as the yardstick increment. For example, in order to demonstrate proficiency in language arts, each participant must improve two grade levels from where he/she started. Joe O. comes in at grade five and has to achieve grade seven; Steve S. enters the program functioning at grade seven and must get to grade nine proficiency in language arts. Warren D. starts at grade nine and needs to reach grade eleven. Bob D. commences the program with grade eleven capability in language arts. What then? Most programs don't deal with grade levels above 12. If the minimum level of need concept is practiced, Bob D. would still be helped to attain grade 12 proficiency in language arts, but the program would not claim a positive termination for it.

The danger in this approach is often the lack of any foundation or rationale for the gain increment. If not tied to general or specific occupational requirements, entrance qualifications, or labor market functions, there appear to be poor prospects for verifiability. It is noble to take a youth from a "0" grade level of computation to a grade 2 level. But, does that enrollee now possess marketable basic education competencies? Probably not. In pre-employment/work maturity, for example, attaining proficiency could possibly entail "increasing two levels in eight out of ten competencies." The criteria for attaining this hypothetical overall competency area is achieving benchmarks in 80% of the competencies. Each of the ten competencies is based on a 100 point raw score. A "level" or increment constitutes ten points. If a participant is in real need, he/she might be assessed at roughly a 35 point capacity per competency at program entry. (The starting points, and thus the benchmarks, may vary, but that could get overly complex in this example.) By the gain yardstick of two increments (20 points), a young person could be found — during evaluation — to possess youth employment competencies in this area with eight out of ten competencies being scored at 55 points out of a possible 100. This is a 55% proficiency in interviewing, applications, labor market awareness, attendance, appearance, attitudes, etc!

In such instances, what will happen to young people when they are released into the real world believing in their capabilities? How long will the program last? Non-survival is part of the answer to both rhetorical inquiries. It is imperative for those planning to use increments as measures of gain to be sure that there is some relationship to operative performance criteria outside the program. Setting young people up for failure by building unfounded expectations of success is unconscionable, however pure the motives. Youth have been passed on from year to year before. It doesn't need to happen again. A negative termination for a program pales in comparison to the devastating feeling of failure experienced by a young person trying for a job that he/she is totally unprepared for, program assurances to the contrary notwithstanding.

SDAs — in cooperation with states — are progressively tightening the operation of youth employment competency systems. This self regulation limits "after the fact"/"back door" youth employment competencies positive terminations by stating that young people must be assessed by a certain point in the program so that appropriate activities and services can be prescribed for and delivered to particular enrollees. Such efforts prohibit project operators from suddenly deciding — near the end of a program — that youth who would otherwise be negative terminations qualify for competency-based terminations, regardless of whether or not these participants were ever in competency-based components. Assessment of competency in the area of work maturity, however, may require flexible application of this rule.

The best way to determine need in work maturity is to observe the performance of young people as they participate in an activity, on site, e.g., for a period of three to five days. Do they exhibit proper work habits, attitudes, and behavior patterns? Or, are they late? Frequently absent? Improperly dressed? Unruly? Unconcerned with finishing tasks? Fond of fighting? Actions on a real employer/program site will demonstrate participant pre-program work maturity capabilities better than any other means of measurement. In many cases, attempts to diagnose work maturity capacities by other methods will prove faulty. Enrollees assessed as having no deficiencies in work maturity may suddenly prove disruptive or unmanageable in basic education or occupational skills training. These programs should have the flexibility to correct their error in selection of a treatment mode and to reassess the young person based on conduct observed. As long as the young person is handled in accordance with the requirements of a sufficiently developed system, there is no danger of "after the fact"/"back door" violations occurring.

Localities around the country are addressing a number of other issues related to accountability in youth employment competency systems. Local practitioners are trying to avoid the stigma of "three hour bogus or quick-fix competency terminations." The knee-jerk reaction is to attach blanket time requirements across the board. But timelines don't lend themselves well to every competency area, and competency-based learning is founded on performance, not simply the movement of the clock. Part of the answer is to judiciously use the minimum level of need concept, in concert with the development of competency criteria that are so qualitatively rigorous that attainment will necessitate intensive and thorough intervention. This combination should help minimize short shrift, assembly-line competency production. However, once a participant successfully performs a learning objective, he/she should be able to move on to the next in smooth sequence.

Length of participation requirements can be effective with work maturity. If an SDA takes on longitudinal work maturity evaluation, it would seem somewhat suspect if the duration of time over which youth must demonstrate mastery of positive work habits, attitudes, and behavior patterns was less than ten days. Such a minimum time for mastery approach has a counterpart — the maximum time limit within which competencies must be demonstrated. For example, "young people must be able to show achievement of resume, application, and interviewing skills within 30 days of the last lesson/class date."

PICs should consider those points in time at which measurement ought to occur. They also need to determine how many times young people are allowed to be evaluated and re-evaluated on a particular competency. A seemingly enlightened answer would say, "as many times as necessary." This may be appropriate, but after the fourth or fifth time through the same measurement process, a participant could find that the answers come by rote. Rote is fine for acquired knowledge, but falls far short in the realm of applied knowledge. PICs must decide how long enrollees can go on repeating measurement exercises if the competency is not attained, and at what cost.

Competencies may often be manifested in several forms. The **two-out-of-three approach** is generally used to deal with the differences. The following competency statement is an example:

> "Participant will demonstrate proficiency in applications by attaining a score of 85% on two out of three episodes of the JWA Sample Application Episode, with no indicator scored at less than a '3,' and with a different type of application form used — large, medium, small employers/professional, blue collar, manual labor jobs — for each of the three episodes."

The two-out-of-three approach can be used to improve consistency and legitimacy of findings even where no substantive differences in actions exist. Giving a young person two-out-of-three chances in the measurement of proficiency in telephone techniques allows for that one time when nervousness may prevail. In the "Kansas Model," work maturity competencies are reviewed at three separately scheduled points in the program, with enrollees needing to demonstrate the appropriate proficiencies on two-out-of-three of the scheduled reviews.

All those taking part in assessment, interval progress checking, and evaluation must be carefully oriented and trained in the purposes, procedures, and application of the measurement approaches to be used. Employers and other people from the community will still tend to look at participants somewhat in terms of the requirements of their own sites, regardless of the degree of training provided to them by the program. It therefore makes sense to build that factor into the measurement process, where it can be planned for and controlled. Adding to a competency statement the phrase, "according to the rules, requirements, and practices of the program site," and teaching raters and scorers how to use it, gives them more ownership in the process, renders it more accountable, and fosters practicality throughout the effort.

There is little evidence of many SDAs being inclined to take the easy way out and grasp quick, low-yield, high-turnover positive terminations. An ever-increasing number of localities are moving towards an intensive, high-yield, low-turnover service delivery philosophy and are embracing related practices. Therefore, these various accountability points require careful consideration and decision making on the part of PICs. There is consistency in the state approach to allowing these decisions to be made locally.

New Jersey PICs are using a variety of means to determine the net impact of youth employment competencies acquisition. Through random sampling, surveys, and interviewing, these localities are attempting to determine if learning gains help young people obtain jobs, satisfy school, military service, or training institution entrance requirements, or qualify them for higher education. Eventually, youth employment competency retention and labor market utilization would make good post-program measurement factors.

B. Living with the Variations — Service delivery areas vary in their purposes for developing competency systems. In some localities, learning gains are the **intended final outcomes** for certain groups of high-risk and in-school youth. In other jurisdictions, attainment of competencies is designed to provide a **stepping-stone** for obtaining unsubsidized employment or accessing another form of post-program labor market status such as entering apprenticeship, enlisting in the armed forces, returning to school, joining the Job Corps, or going on to college. There are those SDAs that use competencies as **means-to-ends,** e.g., achieve competencies to get jobs, but by local policy will not take credit — under any circumstances — for positive terminations founded on competency attainment. Finally, achievement of employment competencies may be counted as a **fallback positive termination** in SDAs where a bona fide attempt is made to get jobs for all youth, and some of those attempts don't succeed. These young people, having attained competencies, are better postured to enter the labor market than enrollees not equipped with PIC-recognized, employment-related skills, knowledge, attitudes, and behavior. Some localities give themselves a certain amount of time after the end of formal program activities to help youth find jobs before reporting competency-based terminations.

In addition to standardized/individualized approaches, which have already been discussed, one of the most difficult issues in competency-based programming is **variation versus uniformity.** It is axiomatic that uniformity promotes congruency. It is also equally evident that every rule has exceptions, and change is the one true constant. The balance between "sameness" and variation is the idea of a sufficiently developed youth employment competency system. The structural and procedural safeguards offered by such a system allow SDAs to respond to local circumstances with whatever substantive and sequential variations are needed. The framework provides the flexibility to be responsive, relevant, consistent, and credible.

Competency variations include splits, gradations, and differences caused by the configuration of the service delivery system. These variations should only be used after approval by the private industry council. They ought to be instituted solely in the interest of enhanced assistance to program participants. These different operating modes can occur separately, or in combination. **Splits** take place when capacities taught and/or ranges of proficiency sought vary by:

- client characteristics
- modalities
- project operators
- result desired.

Variations related to **client characteristics** include:

- one set of performance requirements for out-of-school youth and another for in-school youth
- separate, age-specific competencies
- capacities based on learning needs and abilitites
- capabilities for special education youth.

The development of separate competency standards for special education participants should be approached with care. If these young people will be trying for jobs in cottage industries or sheltered workshops, then totally different performance criteria and categories are probably in order. However, if those young people are to be "mainstreamed" — placed in competition for labor market openings with "all youth" — then the competencies they seek to attain should be the same or similar in content and level of achievement. The means of teaching could differ; the end result is what's important. For example, a special education participant might have to show the capacity to "come up with" a completed application form having information related to him/her and meeting the application benchmark requirements, without having to actually write it. He/she would thus start off on a relatively equal footing. Many such means of compensation exist, and should be used as appropriate, in consultation with special educators.

The most common type of client characteristic variation is age-specific competencies. An example from the Job Opportunities in Nevada Program is shown in Display 44, which begins on the next page.

Modality variations are typified as much by different expectations as anything else. For example, the punctuality requirement for on-the-job training may have a 98% level of achievement, while 85% "on time" performance is needed for work experience. OJT is generally considered to be an activity further along the continuum toward employment than work experience.

Project operators may vary by the types of equipment used, among other things. For example, within a single SDA three separate contractors could be teaching clerical skills, one using manual typewriters, another using automatic typewriters, and the third using word processors. The differences in types of machines affect possible output levels, and thus directly necessitate variations in performance benchmarks.

Display 44.

NORTHERN NEVADA JOB TRAINING PROGRAM
PARTICIPANT MONTHLY EVALUATION REPORT

Participant's Name	Supervisor's Name	Evaluation Date
Training Component	Occupational Title	DOT
Employer	Address	Telephone Number

JOB PERFORMANCE FACTORS	Above Standard (3)	Standard (2)	Below Standard (1)	Unsatisfactory (0)	Not Applicable
PUNCTUALITY AND ATTENDANCE * Participant's attendance record					
* Arrives for work at designated time					
* Notifies supervisor in advance of absence/tardiness					
COURTESY AND APPEARANCE Works well with public					
Works well with other employees					
* Works well with supervisor					
* Presents appropriate appearance for job					
DEPENDABILITY Follows directions properly					
* Holds distractions from duties to a minimum					
Completes assignments/duties carrying out instructions to correctly complete tasks assigned					
KNOWLEDGE Applies educational skills to the job					
Makes proper arithmetic calculations					
Reads and carries out instructions					
Writes reports using proper sentence structure, punctuation and spelling					
ATTITUDE * Attends to duties in absence of the Supervisor					
* Demonstrates interest in work					
Uses good judgment in performance of work					
* Accepts constructive criticism					
Solves problems that occur in the work place in a positive manner					
* Demonstrates respect for equipment and property at the work place					
* Demonstrates a desire to master the skill and education requirements of the job					

TRAINING PROGRAM List specific skills as described on the Worksite Agreement or OJT contract	Learned	To be Learned	Skilled (3)	Moderately Skilled (2)	Limited Skills (1)	No Exposure (0)

Areas needing improvement: ____________________

Comments: ____________________

Supervisor's Signature ____________________ Participant's Signature ____________________ Job Training Staff's Signature ____________________

NNJTP135 (Rev 2/84) Distribution: White - Central Office; Pink - Employer; Canary - Branch Office; Goldenrod - Participant

GENERAL INSTRUCTIONS

Please check the areas which best describe the participant's progress and enter appropriate comments. This information will help the participant and the staff to work towards the participant's goal of unsubsidized employment. A Job Training staff member will meet at least monthly with the participant to discuss progress and problems.

DIRECTIONS FOR RATING

The employer/supervisor should evaluate the trainee using the rating scales below. The descriptions associated with each of the numbers focus on the level of the trainee's performance for each job performance factor and job skill learned.

JOB PERFORMANCE FACTORS RATING SCALE

(3) Above Standard — meets the job performance factor independently with no supervision.

(2) Standard — meets the job performance factor with limited supervision

(1) Unsatisfactory — requires constant and close supervision in order to meet the performance factor

(0) Not applicable — the performance factor does not apply

JOB SKILLS RATING SCALE

(3) Skilled — can work independently and produce the desired quality and quantity of work with no supervision

(2) Moderately Skilled — can perform job completely and accurately with limited supervision

(1) Limited Skill — requires instruction and close supervision

(0) No Exposure — no experience or knowledge in this area

YOUTH ONLY

Achievement of PIC Competency

The trainee has achieved Tier II PIC competency when:

a. satisfactory or better performance has been obtained for all factors asterisked; and

b. satisfactory or better performance has been achieved in the percent of all categories corresponding to the person's age; and

c. a minimum of two evaluations have been given by the employer; and

d. the second evaluation meets **a** and **b** above, and is equal to or better than the one prior.

Age	Percent
18—21	90%
16—17	80%
14—15	70%

* * *

Variations by **result desired** usually require more of a young person looking for a job than a youth who will be remaining in school for another year.

In addition to these competency splits, there are also **gradations.** Gradations occur when competencies are taught by tiers, e.g., beginning, intermediate, and advanced, and may entail multiple exit points for competency attainment. Models for participant targeting can be designed which open employment and training programs to all levels of youth who require assistance and meet legislative requirements for admission. Localities can develop classification typologies which will enable them to enroll young people across a whole spectrum of needs, including "high risk," and still meet programmatic positive termination percentages and cost rates. West Virginia uses a three-level approach to basic education competencies, with each tier having its own content, performance requirements, entry and exit points. This was done to accommodate program participants who "possess a wide range of academic skills." (p. 9)

Factors involved in splits and gradations are often operationally combined. Display 45, from the Dayton/Montgomery County (Ohio) Boards of Educations' Taking Charge series, demonstrates how client characteristics (in this case, age) and progressively-sequenced learning levels can form a congruent whole. Display 46 presents the three-tier framework employed by the Central Ohio Rural Consortium. Carefully delineated client characteristics determine the learning tiers that young people occupy. Each of the three levels has its own set of competency-based outcomes that are graduated into increasing degrees of difficulty. (See Displays 45 and 46.)

The third major variation format — along with splits and gradations — is **service delivery system configuration.** Differences have appeared where SDAs are operated on a decentralized basis in which a number of contractors or service providers teach the same competency area. In such circumstances, it is important to decide which elements of a sufficiently developed youth employment competency system can or should vary across an SDA. The type and extent of variation will, to a great extent, be determined by the size of the SDA, the number of service providers, and the degree of decentralization.

Display 45.

Introduction

The Taking Charge series is meant to serve as the basic educational tool for instructor and student in working toward the eventual goal of successful transition from school to work. As such, the curriculum takes a developmental approach, delineated over a four-level design roughly equivalent to grades nine through twelve (or fourteen through eighteen year olds):

LEVEL 1: Approaching the Labor Market: (14—15 year olds)

a ten-session personal development course examining values, goal-setting, decision-making and lifestyle in relation to career planning and job success; emphasis is on self-management with group interaction and values clarification strategies as primary modes of instruction.

LEVEL 2: Exploring the Labor Market (15—16 year olds)

a ten-session survey course of job/career opportunities and trends in the 1980's and beyond with emphasis on career clusters prominent in the local economy of Dayton and Montgomery County; extensive use of the Directory of Occupational Titles in researching and comparing individual job function codes and other job variables; additional emphasis on small business and entrepreneurial concepts.

LEVEL 3: Entering the Labor Market (16—17 year olds)

a ten-session skills development course focusing on personal career planning, letter of application and resume preparation, job application forms and interview techniques as pre-requisites to actual placement in private and public sector work training experience; course also emphasizes values clarification and decision-making relevant to entering the labor market.

LEVEL 4: Succeeding in the Labor Market (17—18 year olds)

an eleven-session "finishing" course providing final review of all concepts and skills introduced previously; additional emphasis is on understanding employer expectations, interpersonal relationships and self-esteem as experienced first-hand on the job as the result of simultaneous work experience in a private sector job. (SEEK-Plus In-school)

Each level is outlined in a separate Instructor Manual and Participant Manual. Each level also includes recommended audio-visual media for use with activities. In most instances, those media are available through existing resource centers within the Dayton and Montgomery County school systems. Additional listings of community resources, particularly guest speakers and businesses that can accommodate field trips, are also included in each level as are testing and other evaluative instruments. Refer to each level for further discussion and clarification.

Display 46.

Characteristics of Youth to be Served in Title II-A Programs

LEVEL I

A Level I youth must exhibit one or more of the following characteristics:

- Classified as developmentally disabled by an educational system;
- Classified as EMR by an educational system;
- Identified as having a learning disability by an educational system;
- Demonstrates a personality disorder;
- Non-reader or reading below fifth grade level;
- Alcohol or drug dependency;
- Responsible for care of siblings due to parents unwillingness or inability to care for family;
- History of public assistance dependency in family (i.e., multiple generation welfare recipients);
- Unstable home situation; lives with more than one parent, parents not present in home on a regular basis, etc.;
- Chronic absenteeism from school;
- Frequently in trouble with the law;
- Has no hobbies or interests.

LEVEL II

A Level II youth must exhibit one or more of the following characteristics;

- Displays lack of self-confidence and/or self-esteem;
- Functioning at or below grade level in school;
- Undecided about immediate future goals;
- Limited outside interests;
- Minor barriers to employment (can overcome with minimal assistance).

LEVEL III

A Level III youth must exhibit one or more of the following characteristics:

- Functions well in school or social environment;
- Demonstrates self-confidence;
- Reads at or above grade level;
- Home life appears to be stable;
- Has set some immediate goals for the future.

Criteria For Attaining Competency Termination For Youth

LEVEL I

To be determined as attaining Pre-Employment/Work Maturity Competencies, a Level I youth must have achieved the following:

- Satisfactorily completed the interview portion of Pre-Employment Skill Training
- Completed an acceptable resume;
- Attended classes, work experience, etc., at an 80% level;
- Scored 60 or more on the "Score 100" test

LEVEL II

To be determined as attaining Pre-Employment/Work Maturity Competencies, a Level II youth must have achieved the following:

- Satisfactorily completed the interview portion of Pre-Employment Skill Training;
- Completed an acceptable resume;
- Attended classes, work experience, etc., at an 80% level;
- Scored 75 or higher on the "Score 100" test.

LEVEL III

To be determined as attaining Pre-Employment/Work Maturity Competencies, a Level III youth must have achieved the following:

- Satisfactorily completed the interview portion of Pre-Employment Skill Training;
- Completed an acceptable resume;
- Attended classes, work experience, etc., at an 85% level;
- Scored 90 or higher on the "Score 100" test.

There are existing situations in which PICs have left it up to each subcontractor to define the competencies to be taught, the levels of achievement to be attained, the learning/acquisition processes to be used, the measurement techniques to be applied, and the methods for acknowledging attainment to be employed. This type of inconsistency is chaotic, at best. The more effective way to operate is to have the PIC-recognized learning objectives be the same across the SDA, with due consideration given to variations caused by competency splits, as discussed previously. Assessment, progress review, and evaluation should all be conducted with the same — or very similar — instrumentation. Employability development planning should occur in the same format. Certification and documentation ought to follow the same procedures. Curricula, teaching, and instructional methodologies could vary, according to the principles, history, and practices of service providers. For example, young people in an SDA who are deemed deficient in interviewing skills, in an exercise experienced by all participants as part of the intake process, could be taught how to act in an interview through a variety of means — computers, audio-visual aids, paper and pencil materials, lecture, experiential learning, peer interaction, role playing, and simulations. The performance of these youth in a mock interview episode, conducted on tape or in person with an employer, counselor, or fellow participant, could be evaluated on one instrument containing the criteria for interviewing proficiency and the related rating scale. This instrument would be used across the SDA to determine intra-program client gains in interviewing. Similar output findings from evaluation could be tabulated together even though the learning process input methods differed.

The City of Los Angeles is conducting an SDA-wide approach to youth employment competencies. The competencies are the same for all community-based organization youth components, the benchmarks or levels of proficiency are standard for all, and measurement tools are the same for all contractors claiming attainment of competencies as a positive termination. Curriculum choices are completely up to the contractors and do vary depending upon program design, experience, resources, and duration of training.

The variations in the City of Los Angeles are not caused solely by decentralization. This progressive service delivery area has a tiered approach to youth employment competencies, with competency areas arranged in tri-level hierarchies — basic, intermediate, and advanced. Display 47 presents breakouts of the Los Angeles gradations. A look back at Display 38 (p. 164) will show the reporting form related to this approach. (See Display 47.)

Display 47.

Competency Acquisition Plan for Youth Employability Development as Recognized by The Private Industry Council of the City of Los Angeles

HIERARCHY OF PRE-EMPLOYMENT AND WORK MATURITY SKILLS

ADVANCED

Can Do the Job/Can Get Along on the Job

- Demonstrate Dependability
- Operate Equipment/Machine for the Job
- Demonstrate Effective Working Relationships
- Get Along with Supervisor

INTERMEDIATE

Wants A Job

- Demonstrate Positive Attitudes Toward Work/Learning
- Be Appropriately Dressed for Work/Class
- Complete Job Application
- Prepare Resume and Cover Letter
- Perform Well in an Interview

BASIC

Knows About Jobs and Career/Life Planning

- Assess Own Capabilities and Interests
- Develop Career Plan
- Devise A Budget and Manage Money
- Identify Jobs, Conduct Search

HIERARCHY OF BASIC OR FUNCTIONAL SKILLS

READING, WRITING, COMPUTATION

ADVANCED

READING WRITING COMPUTATION

- Entry requires skills equivalent to 8th grade level
- Completion of this level indicates 12th grade level equivalent has been achieved

INTERMEDIATE

READING WRITING COMPUTATION

- Entry requires skills equivalent to 5th grade level
- Completion of this level indicates 8th grade level equivalent has been achieved

BASIC

READING WRITING COMPUTATION

- Entry requires skills equivalent to 4th grade level
- Completion of this level indicates 5th grade level equivalent has been achieved

HIERARCHAL OBJECTIVES

BASIC SKILLS INTEGRATED AT EACH LEVEL OF EMPLOYABILITY DEVELOPMENT

BASIC LEVEL	INTERMEDIATE	ADVANCED
READING		
• Interpret Signs & Labels	• Gain Information from Newspapers and Magazines	• Use Textbook and Reference Materials
• Follow Directions in Order	• Use the Telephone Book as Info Source	• Read Consumer Info
• Use A Road/Street Map	• Read & Write: Day, Months and Time of Day	• Interpret Forms
• Use A Dictionary		
• Use A Library		
WRITING		
• Record Personal Info for Self and Others	• Write Resume and Cover Letter	• Write Composition
• Write Messages and Reports	• Complete Forms, i.e. Job Application	• Identify Study Skills and Test Taking Skills
	• Write Sentences	
	• Construct Paragraphs	
MATH		
• Identify Whole Numbers	• Multiply Whole Numbers	• Identify Decimals
• Add Whole Numbers	• Divide Whole Numbers	• Add Decimals
• Subtract Whole Numbers	• Solve Word Problems Using Whole Numbers	• Subtract Decimals
• Identify Amounts of Money	• Identify Fractions	• Multiply Decimals
	• Add Fractions	• Divide Decimals
	• Subtract Fractions	• Calculate Percent of Numbers
	• Multiply Fractions	• Read Graduated Scale
	• Divide Fractions	• Solve Problems Using • Linear Measure • Area Measure • Volume Measure
		• Use Calculator

Having an urban-rural service delivery configuration can complicate a centralization-decentralization situation even more. Division of labor among agencies for carrying out key administrative and operational functions becomes difficult. Learning needs of "city and country" youth will be diverse. Teaching styles, lesson plans, and instructional tools will vary widely. Uniform application of the same measurement approach across all sites will be hard to accomplish.

These circumstances are not ideal. The best way to **manage such differences** is through the implementation of a sufficiently developed youth employment competency system. Such a system provides the framework upon which all of the complicated actions involved can be organized and productively channeled. Adopting a systems approach to youth employment competencies affords localities the structure and procedures to more substantively enrich the future prospects of young people.

Living with the variations can be greatly facilitated by making PICs the overseers of the content of local competency systems. Private sector involvement has improved quality control in youth employment competencies, just as it has in other vital program segments. Peer pressure — through greater visibility in the field of employment and training — has been helpful in promoting accountability, enhanced outcomes, and systemic integrity. Several SDA director associations are considering the establishment of "codes of ethics" which could entail provisions about the scope and comparability of different competency systems.

Policies made by the SDA affect the operations of subcontractors and service providers. Careful attention to detail is important where competencies differ among agencies and deliverers of various activities, as is common in some large or fragmented local jurisdictions. In such situations, quality assurance in the establishment of substantively oriented youth employment competency systems can be effected by judicious use of request for proposal packages (RFPs) and performance-based contracting.

Requests for proposal packages serve fair notice to service providers — from the beginning — concerning operative rules, roles, responsibilities, and expectations. Vendors know what the programmatic requirements and management parameters will be prior to submitting project applications. An absolutely excellent example of an RFP — issued by the Birmingham Area Private Industry Council — may be found in the appendix section keyed to this chapter. The Birmingham RFP incorporates an explanation of performance-based contracts on pages 14 and 15.

Performance-based contracts are the administrative vehicles for holding project operators to particular qualitative and quantitative process, performance, and outcome levels. This is especially relevant in light of Public Law 98-524, the Vocational Education Reauthorization Act of 1984 (renamed the Carl Perkins Vocational Education Act of 1984), which was enacted on October 19, 1984. Section 7 of the Vocational Education Act legislation modifies section 629.38(e)(2)(iii) of the JTPA regulations governing the use of fixed unit price contracts. Formerly, fixed unit price contracts could make full payment and be charged entirely to the training costs allocation category, "only upon completion of training by a participant and placement of the participant into unsubsidized employment in the occupation trained for and at not less than the wage specified in the agreement." Now, with the modification, the scope of fixed unit price contracting also includes — in the case of youth — full payment for training packages purchased competitively pursuant to Section 141(d)(3) of JTPA, if the training results in either placement in unsubsidized employment or the attainment of an outcome specified in Section 106(b)(2) of JTPA.

These other outcomes encompass achievement of competencies recognized by the Private Industry Council, completion of elementary, secondary, or post-secondary school, or the equivalent thereof, enrollment in other training programs or apprenticeship, and enlistment in the armed forces. "Commercially available training packages," referenced above, include advanced learning technology, and may be purchased for "off-the-shelf" prices without requiring a cost allocation breakdown if they have built-in performance criteria.

The particular appeal of fixed unit price contracts is that the entire cost of the contract is considered a training cost, making it easier for SDAs to stay within the statutory limits on non-training costs.

The National Alliance of Business has published a widely used volume entitled Performance Contracting. Four items from the Performance Contracting Workbook are contained in the appendix section keyed to this chapter.

11. Pre-Employment/Work Maturity

A. Strategic Options — The pre-employment/work maturity competency area encompasses: job finding, job getting, job holding, and job advancing. Such capabilities are often collectively referred to as employability skills. These competencies enable a young person to successfully market himself/herself to an employer and maintain a satisfied customer — two equally important parts of the same process.

The Combination

Finding and getting work are usually covered by the term "job seeking," also known as pre-employment. Holding a job and making job advances are generally covered by the term "job keeping," also known as work maturity. Pre-employment and work maturity have been combined into a single competency area. The alternative was to leave young people only partially prepared for the process referenced above.

This combination increases **substantive equity** among the three youth employment competency areas. Basic education competencies are needed to obtain and maintain certain types of employment, as are job specific skills. This is now true of pre-employment/work maturity as a whole, and gives greater balance and consistency to the overall competencies concept. It could not have been said prior to the pre-employment/work maturity linkage.

Combining pre-employment and work maturity improves **quality control** because localities will not be able to obtain positive terminations simply by providing very brief pre-employment services. Teaching job seeking without job keeping — where need exists in both — is simply an inadequate approach to serving young people. "Three hour terminations" have always been highly suspect, but almost untouchable. Now, through the requirements of a sufficiently developed system, programs would have to determine and document the lack of need in work maturity before even beginning to concoct a "half-day" special. Preparation of young people for future employment endeavors will thus be more complete. Competency-based outcomes across the country will be more comparable and credible.

It will be easier for states which presently track pre-employment and work maturity separately to combine their results than it would be for states which track them together to disaggregate their data.

Section 205 (JTPA) lists several work maturity objectives under pre-employment skills, indicating that there is already a **blurring of the distinctions** between the two. This is operationally true in many localities also, including those that still regard them as separate categories. Additionally, since 14-15 year olds can obtain a positive termination by "completing program objectives," the combination of pre-employment and work maturity will not impede SDAs from providing pre-employment training alone for 14-15 year olds. The linking of pre-employment and work maturity only applies to those localities seeking positive termination credit for the attainment of PIC-recognized youth employment competencies.

Definitionally, pre-employment and work maturity go together and must be addressed by SDAs reporting competency results. However, the localities determine program substance and content, the organization and sequence of events, and the methodologies to be used. The SDA decides (a) whether pre-employment and work maturity training occur concurrently or consecutively in the same or different activities, or (b) whether such assistance takes place at significantly different points in time, such as at the beginning and end of the program. Local latitude is wide. The only requirement is that services and learning results for each participant be tracked and recorded so that when pre-employment/work maturity outcomes are reported, a summative data base is there to substantiate the enrollee's total program experience.

The number and proportion of job seeking and job keeping competencies to be offered is a local decision. It would, however, be best to have a good representation and fairly equal distribution of each. The point is that a positive termination can't be based on job seeking competencies alone, unless the participant already possessed job keeping competencies at enrollment, or didn't meet the minimum level of need where deficits are separately determined. In addition to those who "test out" of work maturity up-front, there could — under the variations theme — be some special needs young people for whom acquisition of modified competencies is in fact the intended outcome, rather than some form of post program labor market status. The modification might be granting positive terminations for this exceptional group solely for the attainment of pre-employment competencies.

The primary emphasis in combining pre-employment and work maturity into one area is to facilitate more comprehensive and complete service to young people. Those feeling to the contrary have yet to voice a convincing argument for their position. With the exception of special circumstances such as those just covered, what sense does it make to teach a youth how to get a job if he/she can't also hold it, or how to hold a job if he/she can't get it in the first place?

Some people will continuously try to "beat the system." Institution of certain steps to help assure learning will also keep the "quick fixes" at bay. Programs should offer substantial arrays of assistance in pre-employment/work maturity. The "1/3 minimum level of need" example could be applied across the board, with some latitude provided in special circumstances. Job seeking competencies should entail interactive community episodes, wherever possible. Job keeping competencies should be demonstrated over a period of at least ten days before determination of gain is finalized.

Pre-employment/work maturity competencies are generic, and generally transferable across occupations. They don't vary by grade level. Most programs would agree on the competency classifications to be taught. These factors should make the core competencies approach adopted by the State of Texas seem even more attractive to states and SDAs alike.

Job seeking and job keeping are separate parts of the same whole. Although they are counted together in the final tally, the competencies taught, means of acquisition employed, and measurement devices used are different for each. Therefore, the discussion will often reference pre-employment and work maturity separately. It should always be remembered that, under the sufficiently developed system requirements, they are combined. More practically, they are functionally integrated and complementary, just like limbs — arms and legs — on the human body.

Pre-employment is taught in classrooms, workshops, or field settings, with the same competency criteria usually applied across the board. **Work maturity** is taught in classrooms, during counseling sessions, or at worksites, with the same competency criteria also applied across the board on a general basis. Pre-employment/work maturity is thus delivered through a standardized approach, with needs met, progress measured, and achievement recorded on an individualized basis. The pivotal strategic consideration is to make sure that the competencies offered provide the strongest foundation for successful labor market entry and retention.

Job Seeking Choices

Pre-employment competencies should cover the full range of finding and getting jobs. Job seeking is not a static or by-rote process. Rather, it is an active and involved undertaking requiring, in part, the ability to both acquire and apply a fairly extensive body of information in interactive situations. Competency statements and related indicators should reflect the nature of pre-employment, or "jobology" as it is sometimes called.

Young people should not only be asked to "name" or "list" items, but should also be asked to describe or explain them wherever possible. For example, participants could discuss their chosen occupations in terms of how the job's requirements and available places of education, training, and preparation assistance relate to their own interests, aptitudes, values, and personal circumstances. Enrollees could be asked to not only identify sources of labor market information and job leads, but also to use those vehicles for finding actual private or public sector employment openings. The young people would go out, visit the sites, talk to supervisors and workers, and see what goes on in the world of work. They would then be able to discuss what employers actually expect from workers, and be able to analyze the positive and negative characteristics of the sites. By going through such steps, the youth would have met the competencies experientially, rather than through simple reading and recitation.

Applications and other employment forms often don't seem that relevant in a classroom setting. Programs could have youth visit businesses to get one of each application type: (a) small/medium/large companies, (b) service/manufacturing/high technology firms, and (c) "no" collar/blue collar/white collar concerns. The applications would be completed and returned for the employer or personnel department's review. This could also be done with other kinds of employment forms, like taxes, medical information, insurance, security clearance, etc. Relevancy somehow then becomes firmly established.

Having talked to employers before, young people should be fairly comfortable contacting them for the purpose of preparing occupational or industrial profiles reflecting present job opportunities, as well as trends and projections for the future. This prepares youth for similar real world researching of potential employers.

Resume writing can be learned from a book or a computer console. Obtaining references is a learn-by-doing proposition. Participants could be required to obtain three letters of reference, or five "permissions to use as reference" through either phoning, writing, or visiting these individuals.

Acceptable interview techniques are crucial, but are useless without interviews in which to use them. That is why there is a need for job search methods. Enrollees could be asked to pick three want-ads out of the paper, and secure a job interview related to any one of them, through phone call, letter, personal contact, or any combination thereof. The progam may want to use a number of episodes, because part of the success here will be in the "luck" of the selection process. Obtaining an employment interview is a lot harder than seeing the boss under the auspices of what often seems like a school project.

There are three kinds of pre-employment competencies: program-related, employer-related, and survival/daily living skills. For example, values clarification and career decision making are often regarded by the program as essential for the participant. However, most employers are not interested in whether the enrollee "knows him/herself" or "is at one with the universe." They are interested in those competencies that are employer-related (resumes, applications, interviewing, etc.). In addition, employers are interested in survival skills like renting an apartment and using public transportation to the degree that young people won't try to sleep under their work benches and can get the bus to get to work on time. All three of these varieties are considered employment-related because they help make youth self-sufficient, capable of functioning on their own, and free from job obstacles.

In certain pre-employment competency topics, like letters of inquiry, thanks, and follow-up, resumes, applications, and employment forms, attainment very much depends on basic education proficiencies such as reading, writing, and language arts (spelling, grammar, and punctuation). These pre-employment competencies are nearly universal, and utilization of these basic education competencies is almost unavoidable. The same is true to a lesser degree for survival/daily living skills like telling time, making change, reading a road map, using public transportation, shopping, and managing money. In formulating the overall strategy for job seeking competencies, program designers need to keep this interrelationship in mind, and plan for its occurrence.

Figure 21 contains an extensive — but certainly not all inclusive — list of pre-employment competency topics gathered from a review of several score local youth employment competency systems. These capabilities are listed alphabetically. They are not written as competency statements, yet each should be looked at in terms of "the participant will demonstrate understanding of and ability to perform/conduct/utilize, etc." Topics indicated by an asterisk merit consideration as core competencies.

Display 48 provides an excellent representation of issues related to one of the most pivotal job seeking competencies: interviewing.

Figure 21.

"Pre-Employment Smorgasboard"

Accessing Community Resources
Applications*
Being a Consumer
Budgeting
Career Planning/Decision Making — "Pathing"*
Changing Jobs, Companies, Occupations, Careers
Choosing an Occupation*
Contacting Employers in Person*
Driver's License
EEO/AA Concerning Hiring Practices
Employer Expectations and Obligations*
Employment Forms/Red Tape*
Entering into Contracts
Follow Through on Job Leads, Interview Prospects, etc.*
Forms in Community (Social Security card, voter registration, deed, birth certificate, car registration, accident report)
Interviewing*
Insurance
Job Search*
Labor Market Information (job opportunities, requirements, and descriptions)*
Labor Unions
Loans, Credit, and Installment Buying
Legal and Financial Aspects of Employment (work permits, minimum wage, equal pay for equal work)
Letters (inquiry, cover, thanks, follow-up, resignation)*
Making Change
Money Management
Networking for Occupational Information and Job Hunting
Occupational Knowledge (business/industry profiles, career data, vocational descriptions)*
Opening Banking Account (checking, savings)
Payroll Structure, Taxes, and Deductions
Personal Interests, Aptitudes, Abilities
Personnel Practices
Preparing Federal/State/Local Taxes
Promotion from Within
Reading a Road Map
References
Renting an Apartment
Researching Potential Employers
Resumes*
Self Assessment
Shopping
Sources of Public/"Hidden" Job Leads and Openings*
Telephone Etiquette (initial contact, setting up appointment, thanks, follow-up)*
Telling Time
Termination of Employment
Transfer of Capacities
Using Public Transportation
Values Clarification
Vocabulary/Abbreviations Used in World of Work
Want Ads
Worker Rights, Benefits, and Responsibilities*
World of Work Awareness Concerning Labor Market Functions (labor exchange, supply and demand, projections and trends, automation)*

Display 48.

Job Interviews

Purpose of Category: To provide participants with knowledge of the job interview process and the ability to competently interview for a job.

Possible Competencies: Successfully completing mock or real job interviews; answering personal questions appropriately; greeting interviewer and taking leave effectively; scheduling interviews.

Competency Statement: The participant demonstrates his knowledge of the job interview process by answering correctly 20 of 25 questions about the interview process.

Instructional Note: While the above statement contains all of the component parts and is technically "correct," without a performance test built in, it violates the principle of appropriateness in that knowledge of the interview process does not mean a participant can interview competently.

(Source: Developing Employment Competencies at the Local Level, Texas Department of Community Affairs, December, 1984, p. 33)

* * *

Job Keeping Choices

About four hundred service delivery areas across the country have incorporated the concept of youth employment competencies into their daily operations. There are generally accepted methods and techniques that "ground" instruction, participant development, and determination of gain in pre-employment, basic education, and job specific skills. But, there is a distinct lack of systematic means to teach, track learning, and measure progress in work maturity. Maybe the pieces are there, nationwide, but they are rarely — if ever — pulled together into a congruent whole to help program enrollees acquire positive work habits, attitudes, and behavior patterns. Manifestations of this are all too common, as youth who have basic education and job specific skills, and pre-employment competencies get jobs, and soon lose these jobs because of lateness, absenteeism, or inability to work with others, control impulses, solve problems, or work within an authority structure. The need is to translate employer expectations into operative program approaches which provide work maturity competencies to young people.

Work maturity competencies should cover the full range of holding and advancing in jobs. These capabilities often start out as abstractions which must be expressed in quantifiable, measurable terms, or converted to surrogate criteria that are demonstrable. This expression or conversion is important, so that resultant competency statements can provide some indication of future performance. In addition, no program would want to help promote competencies that are less than adequate, especially if employers were to use them as adopted hiring standards that tended to exclude people from consideration for a job even though they might be qualified.

Different youth will spend varying lengths of time in work maturity components, but hopefully never less than ten days. It is therefore appropriate to set benchmarks as percentages instead of whole numbers, as in the punctuality and attendance examples used previously in this document.

Work maturity components generally teach young people how to "play the game" on a worksite. Whether or not young people internalize "middle class" values or a strict work ethic is probably less important than how they perform onsite. The "signposts" should be as explicit, precise, and definitive as possible. For example, punctuality, which is one of the primary job keeping competencies, ought to be phrased as "the ratio of times (%) late during a ten day period according to requirements of the site" rather then as "seldom tardy." What does seldom tardy mean?

Communication and explanation are essential tools in implementing a work maturity approach involving multiple sites. They help eliminate inconsistencies and misunderstandings. Competency statements, indicators, and related procedures should clearly define and unequivocally represent the nature of the work maturity competencies to be mastered.

The following two displays and figure constitute different ways of achieving clarity. Display 49 from the Private Industry Council of South Florida presents a checklist with the nine competencies defined by questions. Display 50 is from the Grand Rapids (Michigan) Area Employment Training Council. This employability behavior rating format offers an extremely comprehensive and unambiguous delineation of what the competencies mean.

Figure 22 has a single competency statement defined by a simple, yet extensive, list of indicators. Note that the benchmark is expressed as a percentage, no indicator can be scored at less than a "3", and there is a minimum performance period of at least ten days. (See Displays 49 and 50 and Figure 22.)

Display 49.

(Private Industry Council of South Florida)

Work Maturity Benchmarks

Supervisor/Evaluator Checklist for Assessing Benchmark Attainment

Agency ______________________ Project ______________________

Worksite ______________________

Supervisor ______________________

Participant ______________________ Time Period ______________________

	Satisfactory	Unsatisfactory
1. Attendance		
2. Punctuality		
3. Grooming/Hygiene:		
A. Does participant dress appropriately for the job (no shorts, halters, etc.)?		
B. Does participant groom hair neatly and appropriately?		
C. Does participant keep beard/moustache neatly trimmed, if applicable?		
D. Does participant demonstrate good hygiene?		
4. Following Directions:		
A. Does participant exhibit a positive attitude?		
B. Were instructions followed correctly?		
C. Does participant ask questions, if necessary?		
D. Was task completed within specified time-frame?		
5. Quality of Work:		
A. Was completed work neat and accurate?		
B. Were errors corrected?		
C. Were instructions followed?		
6. Work Quantity:		
A. Was all assigned work completed?		
B. Were work assignments completed in a timely and efficient manner?		
C. Was the quantity of work completed in accordance with the instructions given?		
7. Dependability:		
A. Were all instructions followed?		
B. Was work completed in a timely and efficient manner?		
C. Did participant demonstrate initiative in completing a task (e.g., finding a better way)?		
D. If minimal instructions were given, did the participant use good judgment in completing the task?		
E. Can participant carry out work assignments without constant supervision?		
8. Working Relationships:		
A. Does participant render assistance to co-worker if requested?		
B. Does participant readily request assistance from co-worker?		
C. Does participant exhibit a positive attitude when working with co-worker?		
9. Personal Behavior:		
A. Is participant cooperative?		
B. Is participant friendly?		
C. Does participant readily accept work?		
C. Is participant willing to listen to new ideas?		

Remarks:

Signature: ______________________ Date: ______________

Display 50.

WORKSITE SUPERVISOR/CLASSROOM INSTRUCTOR
EMPLOYABILITY BEHAVIOR RATING

Participant's name: ______________________

Social Security #: ______________________

Site: ______________________

Contractor: ______________________

Instructor/Supervisor: ______________________

____

Date: ______________________

Please rate the above named participant on all of the 24 behaviors listed below by checking the appropriate box. If you have not had the opportunity to observe the behavior, check the box labeled "Not Applicable".

	Behaviors		Ratings		Not Applicable	Comments:
1.	ATTENDANCE	Absence - ( ) 1 day or less per month	( ) 2 to 4 days per month	( ) more than 4 days per month	( )	
		Tardiness - ( ) 1 day or less per month	( ) 2 to 4 days per month	( ) more than 4 days per month	( )	
2.	FOLLOWS ORDERS AND DIRECTIONS	( ) always does what he/she is told by supervisor/instructor	( ) sometimes does what he/she is told by supervisor/instructor	( ) seldom does what he/she is told by supervisor/instructor	( )	
3.	FOLLOWS COMPANY ORGANIZATIONAL RULES	( ) follows the rules	( ) follows the rules most of the time	( ) does not follow the rules	( )	
4.	DOES NOT STEAL	( ) I feel that this person can be trusted with equipment and materials		( ) I feel that this person cannot be trusted with equipment and materials	( )	
5.	TRUTHFULNESS	( ) I feel that this person can be trusted to report things honestly		( ) I feel that this person cannot be trusted to report things honestly	( )	
6.	ACCEPTS CONSTRUCTIVE CRITICISM	( ) when a problem is pointed out, he/she does not become upset and attempts to deal with the problem	( ) when a problem is pointed out, he/she becomes upset but tries to deal with the problem	( ) when a problem is pointed out, he/she becomes upset and does not try to deal with the problem	( )	
7.	WORKS UNDER PRESSURE	( ) he/she is able to work under pressure without showing mental or physical distress	( ) shows mental or physical distress but is able to perform task	( ) mental or physical distress interferes with ability to do the job	( )	
8.	ABILITY TO LEARN	( ) readily acquires new skills or behaviors	( ) acquires new skills or behaviors at a slower than average rate	( ) has difficulty acquiring new skills or behaviors	( )	
9.	TRANSFERS SKILLS TO NEW JOBS/TASKS	( ) can apply knowledge/skills to a new job setting or task		( ) appears to have trouble applying learned knowledge/skills to new job setting	( )	
10.	ARRIVES AT EFFECTIVE SOLUTIONS TO PROBLEMS/TASKS	( ) can analyze a problem and determine the best way to solve it		( ) usually needs help in determining the best way to solve a problem	( )	
11.	WILLING TO WORK	( ) willing to try almost any job and is willing to work hard at it	( ) works hard only if he/she likes the task	( ) has difficulty finding task he/she will work hard at	( )	

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	Behaviors		Ratings		Not Applicable	Comments:
12.	WILLING TO LEARN	( ) makes effort to learn new job skills	( ) makes effort to learn new job skills only when told	( ) does not make an effort to learn new job skills even when told	( )	
13.	COMPLETES WORK ON TIME	( ) always completes work on time	( ) sometimes completes work on time	( ) seldom completes work on time	( )	
14.	WORKS WITH MINIMAL SUPERVISION	( ) when supervisor is not there, he/she continues working	( ) when supervisor is not there, he/she does not work as hard	( ) when supervisor is not there, he/she stops working	( )	
15.	CONCERN FOR QUALITY IN WORK AND PRODUCT	( ) attempts to do all jobs right	( ) attempts to do most jobs right	( ) rarely attempts to do the job right	( )	
16.	USES APPROPRIATE TOOLS	( ) always uses tools in a manner for which they were designed	( ) sometimes uses tools not designed for the tasks	( ) often uses tools not designed for the tasks	( )	
17.	PLANS AND ORGANIZES WORK	( ) is able to see job tasks in order of their importance	( ) has trouble seeing job tasks in order of their importance	( ) can not see job tasks in order of their importance	( )	
18.	APPROPRIATE ATTIRE	( ) always maintains acceptable dress and cleanliness	( ) sometimes needs to be reminded of appropriate dress and cleanliness	( ) often needs reminding of appropriate dress and cleanliness	( )	
19.	GETS ALONG WITH EMPLOYER, EMPLOYEES, AND/OR CUSTOMERS	( ) is able to get along with others at training site (employer, employees and/or customers)	( ) has problems with a few employers, employees, and/or customers	( ) seems to show a pattern of problems with employers, employees, and/or customers	( )	
20.	INTEREST IN JOB	( ) always shows interest in a job or the task at hand	( ) sometimes seems disinterested in the job or task he/she is doing	( ) often shows disinterest in a job or the task he/she is doing	( )	
21.	POLITENESS-APPROPRIATE MANNERISMS	( ) always conforms to social norms when interacting with others	( ) sometimes conforms to social norms when interacting	( ) seldom conforms to social norms when interacting	( )	
22.	USES EFFECTIVE COMMUNICATION	( ) always expresses thoughts and ideas that are understandable	( ) sometimes is not understandable	( ) often is not understandable	( )	
23.	PERSONABLE	( ) always seems to be pleasant when interacting with others	( ) seldom seems to be pleasant when interacting with others	( ) never seems to be pleasant when interacting with others	( )	
24.	CONFIDENCE IN SELF AND WORK	( ) expresses pride in accomplishments and attempts new tasks	( ) sometimes hesitates to try new tasks	( ) seems unsure of self and work and hesitates to try new tasks	( )	

DEFINITIONS OF WORK BEHAVIORS

1. Attendance - Reports to work regularly and on time as evidenced by the employee having less than one unexcused absence per month and exhibiting tardiness no more than 5% of the time.

   As evidenced by: Worker showing a consistent pattern of promptness and attendance.

2. Appropriate attire - Maintains acceptable dress and cleanliness in accordance with the established or implied dress code of the organization.

   As evidenced by: Worker not needing supervisory intervention in personal cleanliness or dress habits.

3. Interest in job - Shows interest in specific job by engaging one's attention to work tasks as evidenced by asking questions and verbally expressing enthusiasm about the work.

   As evidenced by: Worker exploring all aspects of his/her job and expressing enthusiasm about the job.

4. Gets along with employers/employees/customers - Maintains harmonious relationships with other people in his/her working environment.

   As evidenced by: Worker displaying an ability to get along with people, given the demands of the working environment.

5. Follows orders and directions - Executes written and oral directions and orders.

   As evidenced by: Worker executing orders and directions without deviation.

6. Does not steal - Is capable of being trusted with equipment and materials.

   As evidenced by: Worker respecting the dominion of properties used on the job.

7. Works with minimal supervision - Displays an ability to complete a task with minimal intervention by a superior.

   As evidenced by: Worker accomplishing tasks on his/her own.

8. Willing to work - Displays inclination to obtain employment and once employed, works hard at given tasks.

   As evidenced by: Worker actively seeking employment and attempting to perform any tasks asked by him/her.

9. Willing to learn - Seeks and/or responds to opportunities to improve job or personal skills and knowledge.

   As evidenced by: Worker taking advantage of training programs.

10. Politeness - appropriate mannerisms - Conforms to social norms in personal interaction.

As evidenced by: Worker interacting with other people in a mannerly fashion.

11. Follows company rules - Is aware of and adheres to established rules and standards.

As evidenced by: Worker, after familiarized with rules, does not infract them.

12. Concern for quality in work and product - Performs work and produces products that conform to established standards.

As evidenced by: Worker performing work that is of acceptable quality.

13. Uses effective communication - Can express thoughts and ideas that are understandable, using appropriate syntax and vocabulary.

14. Personable - Interacts with other people in a manner that is pleasant and not offensive.

As evidenced by: Worker displaying a friendly and responsive manner.

15. Truthfulness - Does not prevaricate when reporting facts and events.

As evidenced by: Worker being honest when reporting working time, personal abilities, reasons for errors, etc.

16. Ability to learn - Evidences a capacity to acquire knowledge and skills.

As evidenced by: The worker acquiring new skills or behaviors at an appropriate rate, after instruction is given.

17. Confidence in self and work - Expresses pride in accomplished work and readily attempts new or unfamiliar tasks.

As evidenced by: Worker readily accepting new tasks or responsibilities and expressing assurance in their successful accomplishment.

18. Accept constructive criticism - Receives judicious evaluation regarding job performance without protest and attempts to remediate the problem.

As evidenced by: Worker not becoming angry or emotionally upset when someone points out a fault or defect in his/her work and attempts to correct any noticed problems.

19. Works under pressure - Performs work successfully in stressful job situations.

As evidenced by: Worker not evidencing physical or mental distress during constraining circumstances.

Plans and organizes work - Sequences tasks and sets priorities for given job assignments.

As evidenced by: Worker establishing goals and objectives relative to timelines.

21. Completes work on time - Finishes job tasks within specified timelines.

As evidenced by: Worker producing end products within the expected time allotment.

22. Uses appropriate tools - Selects the proper tool(s) for a given task(s).

As evidenced by: Worker appropriately discriminating between the operation of one tool as opposed to another.

23. Transfers skills to new jobs/tasks - Applies knowledge learned in a previous job to a new job setting.

As evidenced by: Worker applying his/her general understanding in performing a specific task when changing to new or unfamiliar tasks.

24. Arrives at effective solutions to problems/tasks - Relies on own resources in resolving difficulties.

As evidenced by: Worker analyzing a problem and determining the most expedient solution, explanation, or interpretation.

Figure 22.

Part 6. Item k. Task Completion: Evaluation Format

***Instructions for Parts 3-6, Items h.-k.:** Participants should be rated on how well they meet the requirements of the program site as observed by the supervisor, instructor or counselor, according to the following scale:

Rating Scale for Parts 3-6

5 - Excellent	Superior Performance
4 - Good	Outstanding Performance
3 - Satisfactory	Acceptable Performance
2 - Fair	Below Average Performance
1 - Needs Improvement	Unacceptable Performance

Participant demonstrates proficiency in task completion by attaining a rating of 80% on the following indicators (covering a pre-determined period of at least 10 consecutive working days), evidenced by observation of performance.

Indicators	**Rating (1-5)**
1. Reliability.	______
2. Following directions/carrying out instructions.	______
3. Finishing assignments.	______
4. Seeking clarification and assistance as necessary.	______
5. Organizing duties.	______
6. Managing time and meeting deadlines.	______
7. Working under pressure and adapting to new/different circumstances.	______
8. Performing (equal) share of work and giving extra effort when needed.	______
9. Ability to admit mistakes and keep trying in spite of setbacks.	______
10. Solving problems and resolving conflicts.	______
11. Handling frustration and stress.	______
12. Working productively, efficiently and effectively.	______

Total Possible Points 60

Total Achieved ____ (with no rating less than a "3" allowable for attainment of competency*)

Percentage ____

Competency Attained: Yes ___ No ___ Date _________

*Notes/comments should be added for each rating less than a "3".

* * *

Job keeping competencies and indicators can often be interchangeable. In Figure 22, following directions is an indicator of task completion. It could just as easily have been the other way around. On occasion, the more "prominent" work maturity competencies become indicators. For example, positive self-image could be evidenced by good grooming and personal hygiene, as well as dressing appropriately for the job. Dependability could be demonstrated by an acceptable attendance record (no unexcused absences) and an acceptable punctuality record (no unexcused "tardies").

Certain work maturity competencies overlap with capabilities from other areas. For example, communicating effectively in the workplace is a key job keeping competency. Communication is also one of the pivotal basic education skills. Adherence to safety rules, and maintenance of tools, equipment, and machinery are often included as work maturity capabilities. They are also key items under secondary job specific skills.

Figure 23 contains a comprehensive — but not exhaustive — list of work maturity competency topics assembled from a review of over sixty local youth employment competency systems. They are arranged alphabetically. Although not written as competency statements, each should be looked at in terms of "the participant knows, and will demonstrate proficiency in . . . ." Topics marked by an asterisk deserve consideration as core competencies. Most, if not all, of those items not noted as core competencies could fit under one or more of the major topics as indicators.

Several of the items in Figure 23 will appear very close in meaning. They were included to show how the same competency topics often receive different labels, and should be looked at closely to determine their exact intent. (See Figure 23.)

Figure 23.

"Work Maturity Medley"

- Abstinence from Illegal, Physically Abusive, and Violent Actions
- Acceptance of Assignments, Guidance, Criticism, and Correction from Supervisor*
- Accuracy of Work
- Acknowledgement of Mistakes /Errors
- Active Participation
- Adaptability
- Adherence to Written/Formal and Unwritten/Informal Norms of Site
- Appearance*
- Asking Clarification Questions as Appropriate
- Assumption of Responsibility
- Attendance*
- Attention to Detail
- Attentiveness
- Attitude*
- Behavior*
- Breakdown/Clean Up Routines
- Calling in Sick
- Care/Concern for Property of Others
- Cheerfulness
- Command of Site Terminology
- Common Sense
- Communication
- Conduct*
- Confidence
- Conscientiousness
- Consideration
- Consistency of Effort
- Cooperation
- Coping with Conflict
- Coping with Frustration
- Courtesy
- Dealing with the Unexpected
- Decorum
- Dedication
- Demeanor
- Dependability
- Deportment
- Desire to Grow/Advance
- Determination
- Diligence
- Diplomacy
- Discretion
- Doing Own Share of Work
- Efficiency
- Enthusiam
- Finishing Work in Timely Manner
- Flexibility
- Following Directions*
- Following "Leave" Procedures
- Following Rules of Workplace*
- Following Safety Regulations
- Following Through
- Freedom From Influence of Chemicals on Job
- Friendliness
- Functioning Without Being Easily Distracted
- Getting Along with Others at Site
- Giving Feedback
- Grooming
- Handling Boredom
- Handling Pressure
- Helpfulness
- Honesty
- Honoring Commitment
- Hygiene
- Industriousness
- Informing of Intention to Quit/Resign
- Initiative
- Integrity
- Interest in Job/Site Activities
- Interpersonal Relations*
- Judgment
- Keeping Personal Life from Interfering With Work
- Leadership
- Loyalty
- Maintaining Effort in Spite of Setbacks
- Maintenance of Tools, Equipment, Machinery, and Work Station
- Management of Time
- Manners
- Meeting Deadlines
- Motivation
- Neatness
- Negotiation of Disagreements/ Differences of Opinion
- Notification of Lateness/ Absence
- Openess to Change and New Ideas
- Organization of Duties
- Patience
- Performance of Assigned Work Without Prompting
- Perseverance
- Personableness
- Poise
- Politeness
- Pride in Work
- Prioritization of Tasks
- Problem Solving*
- Productivity of Type/Amount of Work Required
- Punctuality*
- Quality of Work
- Quantity of Work
- Reaction to Authority
- Readiness to Work
- Redoing Unacceptable Work Without Complaint
- Reliability
- Requesting Further Assignments
- Requesting Feedback
- Resolution of Difficulties
- Seeking Advice/Assistance When Necessary
- Seeking Advancement
- Self Control
- Self Discipline
- Self Image
- Self Management (Adequate Child Care, Housing, Transportation)
- Sense of Humor
- Sensitivity
- Settlement of Disputes
- Showing Respect for Supervisor and Fellow Workers
- Sincerity
- Stability
- Stopping Work Only at Proper Times
- Suggesting Improvements
- Tact
- Task Completion*
- Thoroughness
- Tolerance
- Truthfulness
- Use of Appropriate Language
- Use of Correct Chain of Command
- Utilization of Materials and Supplies
- Volunteering Extra Effort When Necessary
- Volunteering to Learn New Things
- Willingness to Accept Additional Tasks
- Willingness to Do Same Job Repeatedly
- Willingness to Work
- Working as Team Member
- Working at Acceptable Speed/Steady Pace
- Working Independently/On Own with Minimal Supervision
- Working Under Close Supervision
- Working Under Stress
- Working Within "Pecking Order"

B. Measurement — Display 51 comes from the General Accounting Office's (GAO) Survey of Service Delivery Areas' Youth Employment Competency Systems Under Title II-A of JTPA. The items in each checklist were empirically derived. They show a quite natural progression from general to specific in the types of instrumentation used locally for determining need and gain. Program operators tend to glean as much assessment data as possible from the regular intake process, e.g., resume, application, and interview capabilities. Usually during program admissions, there is some occasion to discuss the young peoples' present and future labor market plans and ascertain their world of work awareness and capacities for career decision making. In addition, more and more localities are looking to performance by participants in prior settings, such as school and work, to get a better fix on the competencies youth possess at entry. At program exit, measurement is often much more focused, depending on the capacities being examined. Some competencies lend themselves quite well to a pre/post format using the same criteria to score performance in different episodes. (See Display 51.)

Display 52 provides a means for productively contacting a young person's former teachers or employers. The form gathers pre-employment/work maturity data relevant to planning the youth's participation in the "Maine Model." It not only asks "if something happened," but also asks "how well it was done." Please note that a place for the enrollee to indicate his/her permission is included. This form is used by the State of Maine — 15 County SDA. (See Display 52.)

Display 51.

PART I: PRE-EMPLOYMENT/WORK MATURITY COMPETENCY AREA (continued)

Initial assessment of pre-employment/work maturity skill deficiencies

25. Currently, what methods or sources of information are typically used to perform the initial assessment of youths' pre-employment/work maturity skill deficiencies?

(1) In the space provided, please write in the names of the two program operators you listed in question 24 in the same order.

(2) In column A, for each operator, check each method or source of information that currently is typically used for initial assessment of youths' pre-employment/work maturity deficiencies. Include methods used during the intake process and/or those used by the program operator.

(3) For each method used, check in column B if the results are documented in participant files.

	PRE-EMPLOYMENT/WORK MATURITY COMPETENCY PROGRAM OPERATORS				
	OPERATOR #1 Name:		OPERATOR #2 Name:		
METHOD/SOURCE OF INFORMATION FOR INITIAL ASSESSMENT OF PRE-EMPLOYMENT/WORK MATURITY COMPETENCY DEFICIENCIES	(A) METHOD IS USED FOR ASSESSMENT (Check)	(B) RESULTS ARE DOCUMENTED IN PARTICIPANT FILE (Check)	(A) METHOD IS USED FOR ASSESSMENT (Check)	(B) RESULTS ARE DOCUMENTED IN PARTICIPANT FILE (Check)	
1. Eligible youth is assumed to have deficiencies					(18-21)
2. Evaluation of youth's program application paperwork					(22-25)
3. Evaluation of interview behavior					(26-29)
4. Evaluation of information obtained in interviews					(30-33)
5. Evaluation of personal resumes					(34-37)
6. Evaluation of work history					(38-41)
7. Evaluation of school records					(42-45)
8. Evaluations from teachers or counselors					(46-49)
9. Evaluations from past employers					(50-53)
10. Evaluations from referral sources					(54-57)
11. Standardized written tests	(specify)		(specify)		(58-61)
12. Locally designed written tests					(62-65)
13. Standardized oral tests	(specify)		(specify)		(66-69)
14. Locally designed oral tests					(70-73)
15. Self-assessment by participant					(74-77)
16. Other	(specify)		(specify)		(78-81)

PART I: PRE-EMPLOYMENT/WORK MATURITY COMPETENCY AREA (continued)

Measurement of attainment of pre-employment/work maturity competencies

Currently, what methods or sources of information are typically used to measure participants' attainment of pre-employment/work maturity competencies? (Include any measurements performed by program operator staff or by SDA/PIC staff.)

(1) In the space provided, please write in the names of the two program operators you listed in question 24 in the same order.

(2) In column A, for each operator, check each method or source of information that currently is typically used to measure youths' attainment of pre-employment/work maturity competencies. Include methods used by program operator staff or PIC/SDA staff.

(3) For each method used, please check in column B if the results are documented in participant files.

	PRE-EMPLOYMENT/WORK MATURITY COMPETENCY PROGRAM OPERATORS				
	OPERATOR #1 Name: ______		OPERATOR #2 Name: ______		
METHOD/SOURCE OF INFORMATION FOR MEASUREMENT OF PRE-EMPLOYMENT/WORK MATURITY COMPETENCY ATTAINMENT	(A) METHOD IS USED TO MEASURE ATTAINMENT (Check)	(B) RESULTS ARE DOCUMENTED IN PARTICIPANT FILE (Check)	(A) METHOD IS USED TO MEASURE ATTAINMENT (Check)	(B) RESULTS ARE DOCUMENTED IN PARTICIPANT FILE (Check)	ID(1-7) *07(8-9)
1. Observation of behavior or performance					(10-13)
2. Standardized written tests	(specify)		(specify)		(14-17)
3. Locally designed written tests					(18-21)
4. Standardized oral tests	(specify)		(specify)		(22-25)
5. Locally designed oral tests					(26-29)
6. Review of participant's work products (e.g., application, resumes, etc.)					(30-33)
7. Evaluations from teachers/ counselors					(34-37)
8. Evaluations from employers					(38-41)
9. Other	(specify)		(specify)		(42-45)

Display 52.

Prior Employment or School Verification Form

In order for the ABC program to certify that this youth has achieved certain standards at school or in the workplace, please verify the following items. Some items relate more to a school or others to a place of employment. If the item does not relate to your site, place circle N/A and if you have no knowledge about that particular item please circle UK for unknown. The numbers below each item represent frequency, 1=seldom, 2=sometimes, 3=usually or the average, 4= frequently, 5= almost always.

Name of youth: ____________________
School/Worksite: ____________________
Name of person completing this form: ____________________
Youth's Duration at this school or worksite: ____________________
Date the form was completed: ____________________

The youth-named above has demonstrated that he/she:

1) Can provide transportation that is reliable

1 2 3 4 5 N/A UK

2) Has reliable childcare

1 2 3 4 5 N/A UK

3) Provide basic needs for self such as food, shelter, clothing

1 2 3 4 5 N/A UK

4) Design and maintain a budget

1 2 3 4 5 N/A UK

5) Free from substance abuse

1 2 3 4 5 N/A UK

6) Has good problem solving abilities such as can identify problem, analyze it, suggest alternatives, choose a course of action and presevere

1 2 3 4 5 N/A UK

7) Can complete an accurate application

1 2 3 4 5 N/A UK

Can develop a well organized resume

1 2 3 4 5 N/A UK

8) Contact an employer and make a good first impression

1 2 3 4 5 N/A UK

9) Interview effectively

1 2 3 4 5 N/A UK

School or Employer Verification Form(continued)

10) Maintain an acceptable attendance record

1 2 3 4 5 N/A UK

11) Is on time

1 2 3 4 5 N/A UK

12) Gives notice in advance of interuptions to schedule

1 2 3 4 5 N/A UK

13) Is reliable by caring for money and material appropriately

1 2 3 4 5 N/A UK

14) Follow rules of worksite or school

1 2 3 4 5 N/A UK

15) Follows instructions

1 2 3 4 5 N/A UK

16) Speaks well and effectively
1 2 3 4 5 N/A UK

17) Uses listening skills

1 2 3 4 5 N/A UK

18) Positive attitude toward others
1 2 3 4 5 N/A UK

Dresses appropriately
1 2 3 4 5 N/A UK

Respects others rights

1 2 3 4 5 N/A UK

19) Accepts supervision and criticism
1 2 3 4 5 N/A UK

20) Accepts chain of command
1 2 3 4 5 N/A UK
Cooperates with co-workers
1 2 3 4 5 N/A UK
21) Organizes time effectively
1 2 3 4 5 N/A UK

Learns new tasks easily
1 2 3 4 5 N/A UK

Accepts Change
1 2 3 4 5 N/A UK

School or Employer Verification Form(continued)

22) Cares about the quality of work

1	2	3	4	5	N/A	UK

23) Has demonstrated knowledge of safety and legal rights on the workplace

1	2	3	4	5	N/A	UK

Additional comments on any of the items above:____________________________

____

____

____

____

____

Signed by:______________________________Title:______________________

- -

This section is to be completed by the client prior to the form being delivered or sent to the school or employer.

I, ______________________________, Hereby give permission for ABC
(Name of student)

agency to contact the ________________________ and ask for information
(Name of agency /school)

on my performance there on the items above. I will not request a copy of this information for my own files and understand that this will be confidential information to be used for competency certification only.

Date:____________________________

Signed by:________________________________

Witness(es)________________________________

____

Measuring Pre-Employment

Some SDAs use the intake process to cut down on time subsequently required for assessment of pre-employment competencies. This idea has already been discussed elsewhere in this document and has merit. It does require some preparation and forms development, however. For example, the same "name-list-identify-discuss-describe" questions on occupational information and labor market knowledge should be asked of each young person in the same way. Staff will need copies of the questions, as well as answer keys. Paper formats will usually be needed for answer entry and answer reviewing/scoring. Some places will have scoring done on the answer form itself; most prefer a separate document on which to record the score.

The answer "key" should have more correct answer possibilities than the number of items requested. Staff should definitely be trained to discern what youth mean, even if the words are different. A young person might answer "the snack bar" when asked about sources of job leads. On the surface, this is off base. A little probing might help discover that the snack bar at the YMCA is where the three mills in town place their listings for jobs to best reach the youth labor market. By having more correct responses available than needed, and by listening to what youth mean in addition to what they say, these assessment formats become more meaningful, flexible, and facilitative of knowledge being applied instead of just recited. Sometimes young people will come up with answers not originally considered. Add these responses to the key for use with all young people.

Display 53, designed by the Rock Island (Illinois) Tri-County Consortium, contains an entry competency test and answer key reflecting most of these points. (See Display 53.)

The Contra Costa County (California) Private Industry Council has developed some excellent measurement procedures that can be used in pre and post fashion for application, knowledge of job sources, and interviewing competencies. These forms are especially well designed to fit into a sound overall youth employment competencies recording and documentation process; they are shown in Display 54. (See Display 54.)

Display 55 presents measurement procedures from the Baltimore Metropolitan Manpower Consortium which cover job seeking plans and letters to employers. Both competencies require total mastery by participants. (See Display 55.)

Text continues on page 254.

Display 53.

COMPETENCY TEST

1. List seven job sources (ways to find out about a job opening).

   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________
   e. ______________________________
   f. ______________________________
   g. ______________________________

2. List and describe seven general employer expectations (what a boss expects an employee to do on the job).

   a. ______________________________
   ____
   b. ______________________________
   ____
   c. ______________________________
   ____
   d. ______________________________
   ____
   e. ______________________________
   ____
   f. ______________________________
   ____
   g. ______________________________
   ____

3. List and explain seven characteristics of a positive attitude.

   a. ______________________________
   ____
   b. ______________________________
   ____
   c. ______________________________
   ____

d. ____

e. ____

f. ____

g. ____

4. What should you do when a boss is criticizing you?

5. What job do you want to do?

   a. Why?

   b. Describe this job.

   c. What type of training do you need to do this job?

   d. How much can you expect to be paid for doing this job?

   e. Name a company in the Quad-Cities that has this job.

   f. What would you do to get more information about this type of work?

   g. In order of occurrence, list at least 3 steps to take in reaching your job goal. (career plan)

      1. ______________________________________
      2. ______________________________________
      3. ______________________________________

6. **Have you ever interviewed for a job?**

____

a. What should you wear for a job interview? (Be specific).

____

b. Should you ask the employer questions during the interview?

____

If yes, give two questions you could ask:
1) ____________________________________
2) ____________________________________

c. Name 2 reasons why people don't get hired because of their interview.
1) ____________________________________
2) ____________________________________

d. How would you answer these commonly asked interview questions?

1) Tell me a little bit about yourself.

____

____

2) What kind of boss do you prefer?

____

3) What are your major strengths?

____

4) What are your major weaknesses?

____

5) Why should I hire you?

____

6) What are your ideas on salary?

____

7) When are you available to work?

____

e. What do you do at the end of the interview?

____

7. Safety questions –

a. Name 3 reasons why accidents occur on the job.

1) ______________________________

2) ______________________________

3) ______________________________

b. Give 3 examples of accidents that occur on the job.

1) ______________________________

2) ______________________________

3) ______________________________

c. Name 2 things you can do on the job to prevent an accident.

1) ______________________________

2) ______________________________

8. Of the jobs listed below, put an (x) in the space by those which are in demand. (There are a lot of job openings in that occupation.)

Welder ______

Clerk-Typist ______

Engineer ______

High School Teacher ______

Bricklayer ______

Waitress/Waiter ______

Social Worker ______

Computer Programmer ______

Nurse's Aide ______

General Laborer ______

Truck Driver ______

Park Attendant ______

Machine Operator ______

Electronics Technician ______

Nurse ______

ANSWER KEY TO COMPETENCY TEST

1. a. HELP WANTED ADS IN NEWSPAPERS
   b. TELEPHONE DIRECTORIES (YELLOW PAGES)
   c. FRIENDS OR RELATIVES
   d. LOCAL COMMUNITY ORGANIZATIONS
      1. CHAMBER OF COMMERCE
      2. BETTER BUSINESS ASSOCIATION
      3. INTERDENOMINATIONAL CHURCH COUNCIL
   e. STATE EMPLOYMENT SERVICE
   f. PRIVATE EMPLOYMENT AGENCIES
   g. BETTER BUSINESS BUREAU
   h. BUSINESS ESTABLISHMENTS
      1. SIGNS IN WINDOWS
      2. SOME FACTORIES HAVE HELP WANTED BILLBOARDS OR BULLETIN BOARDS LOCATED OUTSIDE
   i. MANUFACTURER'S DIRECTORIES
   j. OBSERVE CONSTRUCTION AREAS
   k. CIVIL SERVICE ANNOUNCEMENTS (USUALLY LOCATED IN POST OFFICES)
   l. SCHOOL AND COLLEGE PLACEMENT SERVICES
   m. PROFESSIONAL STAFF MEMBERS IN REHABILITATION FACILITIES
   n. VOCATIONAL TEACHERS
   o. REHABILITATION COUNSELORS
2. a. GETTING ALONG WITH PEOPLE – cooperation, courteous, respectful, pleasant personality.
   b. HONESTY – admit mistakes, work during work hours.
   c. INITIATIVE – do things on your own.
   d. WILLINGNESS TO LEARN – listen, ask questions, try new things, learn from mistakes.
   e. DEPENDABILITY – attendance, punctuality, finish tasks, meet deadlines.
   f. ENTHUSIASM/INTEREST IN THE JOB – cares about quality of their work.
   g. WILLINGNESS TO FOLLOW DIRECTIONS – listen, ask questions, do it "their way".
   h. ACCEPTANCE OF CRITICISM – follow suggestions, accept gracefully.
   i. LOYALTY – make company look good, keep problems "in-house", work hard for company.
   j. AMBITION – learn new skills, get more education, show you are capable of doing more.
   k. APPROPRIATE PERSONAL APPEARANCE – suitable clothes, neat and clean.

3. a. SMILES EASILY AND IS PLEASANT
   b. WILLING TO CHANGE
   c. ABLE TO SEE ANOTHER POINT OF VIEW
   d. ALMOST NEVER COMPLAINS
   e. ACCEPTS RESPONSIBILITY FOR MISTAKES
   f. SELDOM CRITICIZES OTHERS
   g. CARES ABOUT OTHERS AND IS HELPFUL
   h. RESPECTS IDEAS AND OPINIONS OF OTHERS
   i. SHOWS INTEREST IN WHAT IS BEING SAID
   j. NEVER MAKES EXCUSES
   k. HAS A VARIETY OF INTERESTS

4. LISTEN — Make sure you understand what the problem is.
   Discuss solutions to problem — agree on plan of action.
   End on agreeable note — thank you (be calm and accepting of what boss has to say).
   Follow-through.

5. REVIEW EACH INDIVIDUALLY — no set answers

6. a. DRESS — good slacks, shirt, etc.
   b. EXAMPLES:
      1. Who is the supervisor?
      2. What are the hours?
      3. Will the hours change?
      4. Where and when would I report for work?
      5. What are the opportunities for advancement?
      6. Is there a job description available?
      7. Is a physical required?
      8. How often are performance reviews given?
      9. What type of employee training program do you have?
      10. You may want to ask the interviewer if you could obtain a company catalog or brochure which describes the products and/or services in order to become familiar with them.
   c. EXAMPLES:
      1. Poor personal appearance
      2. Nervous, ill at ease, not confident
      3. Fails to look the interviewer in the eye

4. Limp, fishy handshake
5. Sloppy application blank
6. Inability to express self clearly
7. Answers yes and no to all questions - does not volunteer information
8. Gives indefinite responses to specific questions
9. Hostile, overbearing, agressive, conceited
10. Lack of interest or enthusiasm
11. Overall emphasis in "money only"
12. Condemnation of past employers - no tact
13. Lack of knowledge of field or work
14. Low moral standards/prison record
15. Poor handling of personal finances/personal problems
16. Inability to take criticism
17. Late for the interview (There is no good reason to be late for an interview.)

d. NO SET ANSWERS — Check individually

e. THANK INTERVIEWER — Shake hands, ask when decision will be made — make plans to call interviewer back.

7. a. 1. Inadequate knowledge
2. Insufficient skill
3. Environmental hazards
4. Improper habits and attitudes
5. Unsafe behavior

b. EXAMPLES:
1. Slipping on water
2. Particle in eye due to failure to wear safety glasses
3. Pulled muscles due to improper lifting of heavy equipment

c. 1. Wear safety clothes/equipment
2. Know how to operate machinery
3. Pay attention
4. Be well informed — follow instructions
5. Refrain from alcohol/drugs while working

8. WELDER ______

CLERK-TYPIST X

ENGINEER X

HIGH SCHOOL TEACHER ______

BRICKLAYER ______

WAITRESS/WAITER X

SOCIAL WORKER ______

COMPUTER PROGRAMMER X

NURSE'S AIDE ______

GENERAL LABORER ______

TRUCK DRIVER X

PARK ATTENDANT ______

MACHINE OPERATOR ______

ELECTRONICS TECHNICIAN X

NURSE X

Display 54.

PRE-EMPLOYMENT SKILLS COMPETENCY
ASSESSMENT OF APPLICATION AND KNOWLEDGE OF JOB SOURCES SKILLS

ticipant ______________________ Contractor Acalanes Union High School District

Rater ______________________ ____ Program 8% SELPAs Project

INSTRUCTIONS: Place a check in the appropriate column.

RATING CRITERIA		RATING			
A.	JOB APPLICATION SKILL	Pre Test		Post Test	
		Yes	No	Yes	No
1.	Information has been placed on the correct lines (maximum 2 errors)--may be waived when information is dictated or given orally				
2.	All information items have been completed or N/A used (maximum 2 incompletions)				
3.	All words have been spelled correctly (maximum 3 misspelled words)--may be waived for youth with dyslexia or when information is dictated or given orally				
4.	Application has been filled out neatly (maximum 2 crossouts)--may be waived when information is dictated or given orally				
5.	Form of response is printed in ink or typed				
	Job history is in specificed order (i.e., most recent job first, etc.)				
7.	Application has been signed by applicant--this may be waived when applicant is physically unable to sign the application				
8.	Information is procedurally accurate (correct information is on the application)				
B.	KNOWLEDGE OF JOB SOURCES Seven job sources have been identified				

PROGRAM ENTRY COMPETENCY ASSESSMENT

Has job application competency:

Yes____ No____
Date Assessed ______________

Has knolwege of job sources:

Yes____ No____
Date Assessed ______________

PROGRAM EXIT COMPETENCY ASSESSMENT

Attained job application competency:

Yes____ No____ N/A____
Date Assessed ______________

Attained knowledge of job sources:

Yes____ No____ N/A____
Date Assessed ______________

STANDARDS: Participant must receive "Yes" on all 8 application criteria (as applicable) to attain job application competency.

Participant must receive "Yes" on job sources criteria to attain job sources competency.

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PRE-EMPLOYMENT SKILLS COMPETENCY

TEST OF JOB SOURCES

Participant ______________________________ Date ______________

Contractor Acalanes Union High School District Program 8% SELPAs Project

Please list seven job sources (places where you could find out about a job opening).

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________

FOR OFFICE USE ONLY

Circle One: Pre Test; Post Test

PAB #27-85 9-17-85

PRE-EMPLOYMENT SKILLS COMPETENCY

LIST OF APPROVED JOB SOURCES

1. HELP WANTED ADS IN NEWSPAPERS
2. TELEPHONE DIRECTORIES (YELLOW PAGES)
3. FRIENDS OR RELATIVES
4. CHAMBER OF COMMERCE
5. BETTER BUSINESS ASSOCIATION
6. INTERDENOMINATIONAL CHURCH COUNCIL
7. EMPLOYMENT DEVELOPMENT DEPARTMENT
8. PRIVATE EMPLOYMENT AGENCIES
9. BETTER BUSINESS BUREAU
10. BUSINESS ESTABLISHMENTS
    a. SIGNS IN WINDOWS
    b. SOME FACTORIES HAVE HELP WANTED BILLBOARDS OR BULLETIN BOARDS LOCATED OUTSIDE
11. MANUFACTURER'S DIRECTORIES
12. OBSERVE CONSTRUCTION AREAS
13. CIVIL SERVICE ANNOUNCEMENTS (USUALLY LOCATED IN POST OFFICES, LIBRARIES AND EDD)
14. SCHOOL AND COLLEGE PLACEMENT SERVICES
15. PROFESSIONAL STAFF MEMBERS IN REHABILITATION FACILITIES
16. VOCATIONAL TEACHERS
17. REHABILITATION COUNSELORS

FOR USE IN ALL FY '85 PROGRAMS

PRE-EMPLOYMENT SKILLS COMPETENCY

INTERVIEW QUESTIONS

1. Tell me about yourself.
2. Why do you think you would like to come into our program?
3. What jobs have you held, how were they obtained, and why did you leave?
4. What do you know about this program?
5. Why do you think you would like this particular type of job/training?
6. What are your special abilities?
7. What kind of work interests you?
8. Have you ever had your driver's license revoked?
9. Why should we put YOU in this training program, rather than someone else?
10. Have you ever been fired from a job?
11. What do you like best/least about your last job?
12. What is your strongest qualification for a job?
13. What do you plan to do or earn five or ten years from now?
14. What would you do if your boss asked you to do something in 15 minutes and you knew you couldn't get it done in that amount of time?

FOR USE IN THE PY '84 ADULT AND YOUTH, TEPY, SYETP AND 8% SELPAS PROGRAMS

PRE-EMPLOYMENT SKILLS COMPETENCY
ASSESSMENT OF INTERVIEW SKILLS

ticipant ______________________ Contractor Acalanes Union High School District

Rater ______________________ Program 8% SELPAs Project

INSTRUCTIONS: Place a check in the appropriate column.

RATING CRITERIA	RATING			
	Pre Test		Post Test	
	Yes	No	Yes	No
1. Was well groomed				
2. Was appropriately dressed				
3. Began interview with a friendly greeting				
4. Responses were not closed-ended/volunteered information				
5. Stated relevant qualifications or experience				
6. Avoided mentioning personal weaknesses or making negative statements (except disabilities)				
7. Asked appropriate and relevant questions about working/training conditions				
8. Expressed self clearly				
9. Showed interest and enthusiasm				
10. Was knowledgeable about the program				
11. Emphasized what he/she had to offer the work world rather than what the program had to offer him/her (except disabilities)				
12. Presented a self-confident image				
13. Used appropriate grammar				
14. Maintained good eye contact with the interviewer				
15. Avoided annoying mannerisms				
16. Exited interview in a friendly manner and a thank-you				

PROGRAM ENTRY COMPETENCY ASSESSMENT

Has interview competency:

Yes____ No____

Date Assessed __________

PROGRAM EXIT COMPETENCY ASSESSMENT

Attained interview competency:

Yes____ No____ N/A____

Date Assessed __________

STANDARD: Participant must receive "Yes" on 12 of the 16 criteria, including Criteria #1 and #2 to attain interview skills competency.

PAB #27-85 9-17-85

Display 55.

JOB SEEKING PLAN CHECKLIST

PARTICIPANT: ______________________ SSN: ______________

PROGRAM: ______________________ CYCLE: __________ TRACT: __________

Date: ______________________ Rater: ______________

INSTRUCTIONS: PLACE A CHECK (✓) IN THE APPROPRIATE COLUMN.

RATING CRITERIA	RATING	
	Yes	No
1. Identifies the type of job to be pursued		
2. Identifies at least two (2) employers of the identified type of job		
3. Identifies the following information on each employer: A. Name		
B. Address (zip code included)		
C. Telephone Number (area code included)		
D. Type of business (e.g., retail sales, construction)		
E. Qualification requirements for identified job		
F. Approximate entry level salary		
G. How to obtain an application		
H. To whom the application is submitted		
4. On the basis of a comparison of the employers, participant identifies the employer of personal preference		
5. Justifies the choice of preferred employer		
6. Identifies at least two (2) relevant job-related questions to be asked of the employer during a job-seeking interview		
7. Identifies at least two (2) personal qualifications for the job to be emphasized during the job-seeking interview		
8. Has a realistic assessment of the probability that job will be obtained		
9. Identifies a strategy for follow-up after the application is submitted		
CHECK IF ALL ITEMS ARE RATED YES ☐		

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LETTERS TO EMPLOYERS CHECKLIST

PARTICIPANT: ______________________ SSN: ______________

PROGRAM: ______________________ CYCLE: ________ TRACT: ________

Date: ________________ Rater: ______________

INSTRUCTIONS: PLACE A CHECK (✓) IN THE APPROPRIATE COLUMN.

Rating Criteria	Rating			
	Blind Letter		Response Letter	
	Yes	No	Yes	No
1. Overall format of letter is correct				
2. All words have been spelled correctly				
3. Letter is neat (no crosscuts)				
4. Intent of letter is clear to recipient				
5. Desire for interview is evident				
6. Information relevant to desired job is given				
7. Letter has been signed by sender				

CHECK IF ALL ITEMS ARE RATED YES ☐

Baltimore Metropolitan Manpower Consortium 5/84

The Vocational Exploration Demonstration Project (VEDP) was run by the National Alliance of Business in cooperation with St. Louis University Center for Urban Programs and the U.S. Department of Labor's Office of Youth Programs. VEDP, which taught pre-employment skills in a competency-based format, had an extremely proficient measurement system as complete as any manual process has ever been.

This system told the user the following:

- intention of the benchmark (what) and purpose of form (why)
- measurement procedures, including curriculum prerequisites (who measures whom, when, where, and how)
- recording procedure (how, when, what)
- form transmittal process (who gets copies, when they are sent, and the need for a completeness check)
- scoring procedures (who and how, baseline scores, and transfer to master form).

The basic concepts and formats developed in VEDP are currently in use by dozens and dozens of SDAs nationwide. Display 56 provides an example of VEDP's measurement approach for the career/occupational choice process. (See Display 56.)

The Florida State Department of Education has done some excellent work in the area of employability skills, including the publication of the July, 1979, Employability Skills Series. Display 57 presents a segment on measurement of job changing capabilities, which is contained in the "Job Changes" booklet from the aforementioned series. Related instructional materials are presented later in this chapter. (See Display 57.)

There are some formal job seeking measurement instruments that have been widely used with good effect. The Program for Assessing Youth Employment Skills (PAYES) contains a battery of seven tests designed specifically for use with disadvantaged youth. It consists of three separate booklets. The first contains three attitudinal measures; the second, three cognitive measures; and the third, a vocational interest inventory. Job keeping skills, attitude toward supervision, and self confidence are the three major attitude areas covered. Cognitive measures of job knowledge, job seeking, and practical reasoning are also covered. The measures are designed for adolescents and young adults with low verbal skills; pictures help to clarify many of the questions presented. PAYES is published by the Cambridge Book Company.

Text continues on page 265

Display 56.

CAREER/OCCUPATIONAL CHOICE PROCESS	FORM A-2

A. INTENT OF SUBSTANCE AND FORM:

1. **Purpose of Benchmark:** the fifteen (15) tasks indentified in this competency area constitute the essential steps for demonstrating: (a) an understanding of the existence, organization and location of career/occupational information; (b) skills for accessing this information; and (c) application of the knowledge of the career/occupational choice process.

2. **Design of Form:** to provide the assessor with a set of standard assessment criteria which can be utilized to verify that the participant has accomplished 100% of the tasks involved in this process.

B. ASSESSMENT PROCESS:

1. **Curriculum Prerequisites:** appropriate core curriculum units must be delivered prior to this assessment by checklisting.

2. **When Assessed:** Form A-2 required the entry of data at the completion of various curriculum units, thus, the form is used to record the accomplishment of the tasks in conjunction with the appropriate curriculum unit.

3. **Assessor:** on an assessment item-by-item basis, the staff person responsible for delivering the specific curriculum unit corresponding to the respective assessment criteria items, thus, due to the nature of Form A-2, there will probably not be a single assessor but rather a series of assessors.

4. **How Assessed:** the fifteen (15) tasks composing the standard rating criteria (as described in the "User's Guide") are completed on an individual basis as documentation is submitted by the participant.

5. **Where Assessed:** assessments should occur in the location where the appropriate curriculum units are delivered.

C. RECORDING PROCEDURE:

1. **How to Record:** ratings are to be recorded by placing a check (✓) in the appropriate column (check "yes" if documentation satisfies the criteria in the "User's Guide", or "no" if the documentation does not satisfy the criteria). Ratings are to be recorded on an item-by-item basis as they occur.

2. **When to Record:** ratings are to be recorded immediately after the assessment of the documentation per individual item.

D. FORM TRANSMITTAL:

1. **Who Gets Copies:** the original and two (2) copies of Form A-2 must be returned to the Master Form Recording Clerk. On a day-to-day basis prior to completion of 100% of the assessment items, this form is to be kept in a file containing all the A-2 forms for a component by the Master Form Recording Clerk. After the form is completed, the original will be forwarded to SLU/CUP and one (1) copy will be placed in the "A-2" file folder for each component. The additional copy will be placed in each participants' individual file folders.

2. **Completeness Check:** since the possibility that several assessors will be involved in the completion of this form, in conjunction with the fact that the form will be maintained in a central location by the Master Form Recording Clerk, the Master Form Recording Clerk will be responsible for assuring that all items have been completed, and will contact the staff person responsible for delivering the curriculum units related to items without ratings. MISSING DATA ARE NOT ALLOWED. In addition to the participant data at the top of the form, each item must be checked "yes" or "no", or have an asterisk (*) indicating a note at the bottom of the form explaining the absence of a rating (e.g., "never completed" or "item omitted").

3. **When Transmitted:** the original and two (2) copies of Form A-2 must be delivered to the Master Form Recording Clerk immediately upon completion of the final assessment item. For most participants the transmission will occur after the completion of item number 15.

E. SCORING PROCEDURES:

1. **Who Scores:** determination of the results for Form A-2 will be accomplished by the Master Form Recording Clerk.

2. **How to Score:** the Master Form Recording Clerk is to place a check (✓) in the rating box in the lower, right-hand corner of the form if 100% of fifteen (15) items are rated "yes".

3. **Mimimum Score:** as a dichotomous scoring process, 100% of all standard assessment criteria items must be checked "yes" in order to receive the benchmark.

4. **Transfer to Master Form:** once the scoring is concluded, the Master Form Recording Clerk will check (✓) either "yes", "no", or "never attempted" under the "Benchmark Achieved" column of the Form A-2 line of the "Master Benchmark Acquisition Form".

CAREER/OCCUPATIONAL PROCESS CHECKLIST	FORM A-2

PARTICIPANT___________________________ SITE__________________ COMPONENT________________

DATE_____________ PARTICIPANT'S COUNSELOR_____________________ RATER_________________

INSTRUCTIONS: PLACE A CHECK ( ) IN THE APPROPRIATE COLUMN.

RATING CRITERIA	RATING	
	Yes	No
1. Identified a specific career field based on the results of a job-related interest inventory		
2. Identified three (3) occupations located in the above field		
3. Identified the responsibilities and duties of the three occupations		
4. Identified the training and educational resources appropriate for the three occupations		
5. Completed a comparison of the training and educational resources based on entrance requirements, cost, and length of program		
6. Completed a self-assessment of employment-related personal strengths and weaknesses		
7. Developed a list of questions to be asked of an employer		
8. Obtained from one (1) employer, a description of the training, experience, responsibilities and duties of one (1) of the occupations		
9. Identified the steps for advancement for one occupation		
10. Identified the limitations for advancement		
11. Identified the current salary range for the occupation		
12. Identified the types of employers that hire individuals at the entry level		
13. Completed a comparison of the advantages and disadvantages of being employed by two (2) types of employers		
14. Completed a comparison of the participant's abilities to the duties and responsibilities of one of the occupations		
15. Completed a labor-market survey concerning the degree of competition for jobs in three (3) occupations		

CHECK IF ALL ITEMS ARE RATED YES ☐

LU/CUP VEDP FORM A-2

CAREER/OCCUPATIONAL CHOICE PROCESS	USER'S GUIDE FORM A-2

ITEM NO.	ITEM INFORMATION AND/OR INSTRUCTIONS
1	Participant has submitted to counselor, documentation of desired career field, based on results of job related interest inventory made through the use of "local career information systems", "Self Directed Search" or the "Job-O" which meets Core Curriculum performance standards. Youth met with counselor and a one-on-one interpretation was conducted, based on results of the completed interest inventory.
2	Participant has submitted to counselor, documentation of the identification of three (3) occupations located in the specific career field identified through the interest inventory. Documentation can include information from occupational briefs, resources such as the D.O.T. or the Encyclopedia of Careers, and Core Curriculum information, "Career/Occupational Information Resource Materials".
3	Participant has submitted to counselor, documentation of identified responsibilities and duties of three (3) occupations based on Core "C" Curriculum activities, "Guidelines for Information Interviewing" and "Examples of Informational Questions".
4	Participant has submitted to counselor, documentation of identified training and educational resources appropriate for the three (3) occupations, based on Core Curriculum activity "Individual Job Explorations".
5	Participant has submitted to counselor, a completed comparison of the training and educational resources/programs necessary for the three (3) identified occupations which includes information on the program's entrance requirements, cost, and length. The comparison will be based on information obtained through the completion of Core Curriculum activity, "Individual Job Exploration".
6	Participant has submitted to counselor, documentation of identified abilities, skills and occupational interests through the use of activities, "Things I Am Proud Of" and "Achievements".
7	Participant has submitted to counselor, a list of questions to be asked of an employer, based on Core Curriculum activity "Examples of Information Questions".
8	Participant has submitted to counselor, a description of the training, experience, responsibilities and duties of one (1) occupation, based on information obtained through the completion Core Curriculum activity "Making Direct Contact With A Company".
9	Participant has submitted documentation of the identified steps for advancement in one (1) occupation, through completion of Core Curriculum activities, "Becoming A Valuable Employee" and "What About Advancement".

CAREER/OCCUPATIONAL CHOICE PROCESS	USER'S GUIDE FORM A-2

ITEM NO.	ITEM INFORMATION AND/OR INSTRUCTIONS
10	Participant has submitted to counselor, documentation of the identified limitations for advancement, based on information received in Core Curriculum activities, "Becoming a Valuable Employee" and "What About Advancement".
11	Participant has submitted to counselor, an identification of the current salary range for an occupation, based on information received in the Core Curriculum section "Compensation".
12	Participation submitted to counselor, documentation of completed listings of employers who hire individuals at the entry level, based on Core Curriculum activities, "Career Clusters and Information Sources" and "Identification of Jobs and Businesses in the Local Labor Market That Are Examples of Each of the Career Clusters".
13	Participant has submitted to counselor, a completed comparison of the advantages and disadvantages of being employed by two (2) types of employers. The comparison will be based on Core Curriculum information including, "To Identify Job Characteristics Which Determine The Degree To Which Any Job Can Be Satsifying" and "To Classify Jobs According to the Degree to Which the Enrollee's Job Interests Match Job Satisfaction".
14	Participant has related abilities and skills to occupational interests and has submitted documentation to the counselor through the use of activities, "Skills Discovery" and "Abilities Inventory".
15	Participant has submitted to counselor, documentation of a completed labor market survey which identifies the degree of competition for jobs in three (3) specific occupations, based on information received in Core Curriculum activities "Career Clusters and Information Sources" and "Identification of Jobs and Businesses in the Local Labor Market That Are Example of Each of the Career Clusters".

Display 57.

How to Measure Student Performance

Performance Test Answer Key and Objective

The complete form of the performance objective is listed below. It includes a performance checklist, which is identical to the one in the student booklet, and it contains the requirements for achievement of the objective as taught in the unit. The objective and its checklist thus serve as an answer key. Every item on the checklist must be correct for the student to pass the objective.

If you require the student to meet additional or more difficult criteria, further instruction is necessary. For example, a business education teacher who requires the students to type a letter of resignation in a particular typing style should instruct the students in that style.

Objective 5

Given the materials and requirements for a letter of resignation, the student must write a letter of resignation that meets all of the criteria in the checklist below.

Performance Checklist

FORM

- Your complete address, date in upper right corner
- Name and address of employer, spelled correctly
- Dear Ms. Grey: [including colon (:)]
- Sincerely, [spelled correctly and including comma (,)]
- Your signature [handwritten in ink]
- Your typed name [if letter is typed]

CONTENT

- Says that you are resigning
- Says why you are resigning
- Says when you are leaving
- Says something good about having had the job
- Thanks your employer for the job

APPEARANCE

- On plain white paper, regular size
- Typed, or written in blue or black ink
- Neat
- Correct spelling and grammar

Unit Test Answer Key and Objectives

The full statement of each knowledge objective is listed below. The objective describes the test question asked of the student, the correct answers, and the standard required for passing the objective. Since the objective includes the correct answers, the objectives also serve as the answer key. Both forms of the unit test use the same answer key.

This is an example of how a knowledge objective is used to score a unit test item.

EXAMPLE OF SCORING (Objective 3)

When asked to list four good reasons for resigning, the student must respond with at least three of the following:

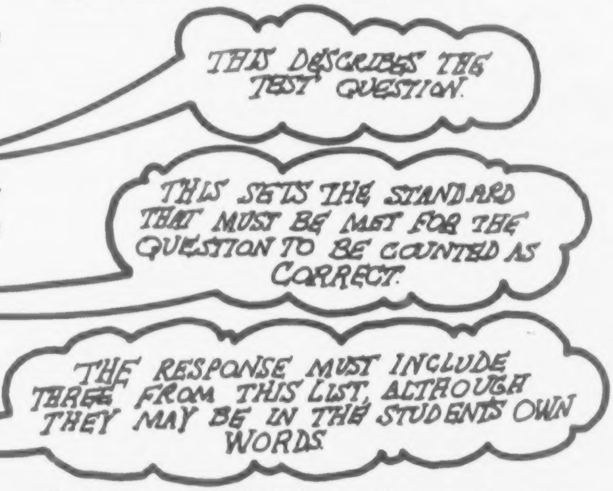
- better job somewhere else
- the job changes
- you change
- dead-end job

If the student's response includes at least three from this list (the standard set in this particular objective), his/her answer is counted as correct, and s(he) gets one point for this question. If the student's response includes fewer than three from this list, his/her answer is incorrect, and s(he) gets zero points for this question.

What should be done if the student gives an answer that sounds reasonable, but is not on the approved list? In that case, decide whether that response should be added to the list of acceptable answers for your class. If so, *all* students' responses should be graded on the basis of the amended list.

The order of the test questions on the unit test is scrambled, but each is labeled with its objective number to make it easy to find the correct answer in this answer key.

If you change the instruction in a way that changes these correct answers, you should also change the answer key before scoring the tests. If you omit any objective from the instruction, also omit the questions for that objective from the unit test.


THIS DESCRIBES THE TEST QUESTION.
THIS SETS THE STANDARD THAT MUST BE MET FOR THE QUESTION TO BE COUNTED AS CORRECT.
THE RESPONSE MUST INCLUDE THREE FROM THIS LIST, ALTHOUGH THEY MAY BE IN THE STUDENTS OWN WORDS.

Before administering the test, you should set the passing score for your students. In field testing, the passing score on the unit test was set at 80 percent. For this particular unit, students had to answer five out of six questions correctly to receive a passing score of at least 80 percent. Each question was scored correct if the answer met the standard, and incorrect if it did not; no partial credit was given.

Objective 1

When asked to list five qualities that an employer considers when deciding whether an employee is qualified for a promotion, the student must list at least four of the following:

- training
- experience
- ability to get along with others
- leadership ability
- work habits
- quality of work
- amount of work
- competition—how you compare to other qualified applicants.

Objective 2

When asked to list the four steps in a promotion plan, the student must list at least three of the following:

- Find out whether there is a job you would like to be promoted to.
- Know the qualifications for the job.
- Find out whether you have the qualifications.
- Do what is necessary to qualify for the job.

Objective 3

When asked to write the four good reasons for resigning, the student must respond by writing at least three of the following:

- better job somewhere else
- your job changes
- you change
- dead-end job

Objective 4

When asked to list five rules (do's and don'ts) for resigning, the student must list at least four of the following:

- Do try to solve the problem without resigning.
- Do give your employer at least two weeks' notice.
- Do resign politely and in person.
- Do write a letter of resignation.
- Don't resign until you have another job.
- Don't tell anyone where you work that you are job hunting.
- Don't criticize your old job when you apply for a new job.

Objective 6

When asked to write four disadvantages to consider when thinking about changing careers, the student must write at least three of the following:

- extra training
- less pay
- moving
- loss of investment

Objective 7

When asked to list the four steps to take after losing a job, the student must respond by writing at least three of the following:

- Find out why you lost your job.
- Find out what benefits you have coming.
- Decide what job you want next.
- Begin a new job search.

Unit Test: Form A
(Employability Skills: Job Changes)

Name ______________________

Date ______________________

Fill in the blanks.

1. (*Objective 3*) What are four good reasons for resigning from a job?

1 ______________________

2 ______________________

3 ______________________

4 ______________________

2. (*Objective 7*) Alice has just lost her job. What four steps should she take now?

1 ______________________

2 ______________________

3 ______________________

4 ______________________

3. (*Objective 4*) What are five rules (do's and don'ts) for resigning from a job?

1 ______________________

2 ______________________

3 ______________________

4 ______________________

5 ______________________

4. (*Objective 2*) John wants to follow a plan for getting a promotion. What are the four steps he should follow in his promotion plan? Try to write the steps in the order that he should follow them.

1 ____

2 ____

3 ____

4 ____

5. (*Objective 1*) Ms. Higgins is thinking about promoting John. What are five qualities she should consider to help her decide if John is qualified for a promotion?

1 ____

2 ____

3 ____

4 ____

5 ____

6. (*Objective 6*) Roger is thinking about changing his career. What are four disadvantages he should think about before making his decision?

1 ____

2 ____

3 ____

4 ____

The Comprehensive Occupational Assessment and Training System (COATS) is for employment and training program participants. It has four components: (a) job matching — matches person and preferences, experiences, and abilities to employment and/or training opportunities; (b) employability attitudes — compares person's work values with employer's work values; (c) work sample — contains 26 work samples, such as masonry, nutrition, real estate; and, (d) living skills — assesses literacy skills and knowledge. Each part can be used separately. COATS is available from PREP, Inc.

Contained in the appendix for this chapter are a number of different pre-employment measurement formats which are all concerned with interviewing. Also included is a total unit on personal finances containing measurement, learning, and tracking materials.

Measuring Work Maturity

Much uncertainty and controversy surround the assessment and evaluation of work maturity competencies. As young people first enter the program, what is an appropriate way to determine their needs? Far and away the best procedure is through performance onsite for a week. However, some programs can't afford this (although it could be said that they can't afford not to assess young people in such a fashion). In the "Kansas Model," if a youth was previously employed, the prior employer is contacted and asked to rate the youth on work maturity competencies. Need is then determined from these ratings. In Kansas, if the enrollee has not been previously employed, it is assumed that he/she requires assistance. Localities will have to decide if such a procedure is appropriate for their own situations. It is probably best to work with a number of different considerations.

The potential factors involved in determining need in job keeping capabilities at the time of program entry are:

- status — unemployed, never worked, fired from a job within 180 days is evidence of negative or non-existent work habits
- history — reports and ratings from former teachers, employers, trainers, SYETP or other project worksite supervisors on prior actions indicate definite problems which must be remedied
- proxy representation — bad manners, surly attitude, inappropriate behavior during regular intake show poor working prospects

- simulated situation at project site during admission — inability to finish a structured assignment like putting forms into either a folder or three ring binder as directed points to lack of task completion and instruction following capacities
- actual demonstration at site in the community — unacceptable performance in real world situation serves as proof of need for assistance.

Figure 24 presents an interesting approach to work maturity assessment. Section A incorporates the first four factors discussed above, and occurs prior to site assignment. Section B encompasses the fifth factor, and is conducted subsequent to site assignment. In both cases, the process goes beyond using cognitive deficit to represent affective performance. Verifying facts not immediately ascertainable must also occur.

Setting, time, and format are elements that affect the measurement of work maturity competencies. Present thinking is split on whether or not work maturity should be measured in a classroom, on a jobsite, or both. Purists hold that any measurement conducted away from a place of work is done out of context. Others say that if a young person comes to class on time, stays as required, wears appropriate clothing, acts in accordance with posted rules, completes assignments as asked, and relates well to instructors and other youth, then he/she will be able to transfer these work maturity skills to a job, especially since the job pays and the class does not. The more enlightened thinking entails utilization of both classroom and worksite to foster progress in acquisition of job keeping capabilities.

Purists maintain that pre and post measurement should be conducted at particular points in the program and cover set timeframes. Others assert that latitude and flexibility are the guideposts. Although the length may vary, it is hard to find anyone who would disagree with the following proposition:

> "Determination of achievement in work maturity competencies should be measured over a period of time encompassing at least ten consecutive working days."

Many people say that the minimum duration over which to demonstrate gain in job keeping should be at least 20 days, with performance either rated daily or scored cumulatively.

Most people contend that a paper/pencil test showing knowledge of positive work habits, attitudes, and behavior is no substitute for young persons demonstrating their work maturity proficiencies through real world performance. The rationale is that the "proof is in the showing, not the knowing."

Figure 24.

Work Maturity Assessment Format

In order for a youth to be considered in need of assistance in work maturity, he/she must meet three (3) criteria in section A or three (3) criteria in section B of this document.

Section A. Intake (prior to participation in activities)

______ 1. Has not worked full-time for at least 90 calendar days with one employer (excluding government funded programs).

______ 2. Does not provide a written recommendation from a previous employer.

______ 3. Has been fired from at least one job.

______ 4. Is late for intake appointment and/or interview without acceptable excuse.

______ 5. Fails to arrive for intake appointment and/or interview without acceptable excuse.

______ 6. Behaves improperly or disruptively during intake/interview process.

______ 7. Does not dress appropriately for intake appointment and/or interview.

______ 8. Acts discourteously or uncooperatively during intake/interview process.

______ 9. Exhibits inability to fulfill requirements or finish tasks during intake/interview process.

______ **TOTAL** (3 required for determination of need for assistance.)

Comments:

Section B. On site (while participating in activities)

___ 1. Is late more than twice during first two weeks at site without acceptable excuse.

___ 2. Fails to arrive/stay more than once during first two weeks at site without an acceptable excuse.

___ 3. Behaves improperly or disruptively during first two weeks at site.

___ 4. Does not dress appropriately during first two weeks at site.

___ 5. Acts discourteously or uncooperatively during first two weeks at site.

___ 6. Exhibits inability to fulfill requirements or finish tasks during first two weeks at site.

___ **TOTAL** (3 required for determination of need for assistance)

Comments:

Note: In order to substantiate particular deficiencies in specific competencies, numbers 4.-9. in Section A. and 1.-6. in Section B. must be checked as appropriate.

* * *

Most work maturity measurement schemes are subject to the criticism of not being consistent. Each locality should be aware of this and take appropriate steps. An SDA should develop a mechanism to carefully select and consistently train individuals who rate/score enrollee performance — intake workers, project staff, instructors, site personnel, and community volunteers. Such preparation might include simulations, role plays, feedback, and critiques, as well as written procedural guidelines for assessment and evaluation. Measurement instruments should be field tested. Inter-rater reliability checks should be conducted. This would enhance comparability among scorers and effect credible findings more useful to participants. Prospects for predictive validity are thereby improved so that work maturity competencies ratings at one site may be taken as indicative of similar performance at the next.

Due to scarce resources, it is always efficient to get the most out of any situation. The West Central Wisconsin Private Industry Council does this through its time report, which also doubles as a format for interval progress checking, as can be seen in Display 58.

The work maturity formats presented in Displays 59 through 62 are included because of their quality, variety, or particular focal point. Display 59 contains the Employer's Performance Appraisal developed for the City of Los Angeles by Brandeis University. The reasons for its inclusion are self evident. Display 60 is from the Balance of Oakland County (Michigan) SDA. The definitions are detailed and clear, quantification is accounted for, and instructions are pertinent. Display 61 from the Southern Nevada Employment and Training Program is concise, well defined, and has an interesting rating scale. Items in Displays 60 and 61 show that "satisfaction of the instructor" is all right as long as this notion can be quantified. When the rating becomes something between 1-5, for example, parameters can be applied to the meaning, and the idea is not so vague. Display 62 from the Contra Costa County (California) Private Industry Council reinforces quite well the idea of pre and post measurement for job keeping competencies. Additional formats from Baltimore, the Genesee/Shiawassee (Michigan) SDA, and the Dayton/Montgomery County (Ohio) Boards of Education are contained in the appendix section keyed to this chapter. (See Displays 59, 60, 61, and 62.)

Display 63 presents measurement procedures used in determining whether classroom-taught work maturity competencies, like performing tasks responsibly, observing safety rules, and following directions, were, in fact, learned. This material is from "Good Work!", part of the Florida State Department of Education's Employability Skills Series published in July, 1979. Related instructional materials are presented later in this chapter. For best results, acquisition of these job seeking capabilities should be reinforced by an onsite experience. (See Display 63.)

Display 58.

WEST CENTRAL WISCONSIN
PRIVATE INDUSTRY COUNCIL

West Central Wisconsin
Private Industry Council
502 Second Street West
P.O. Box 248
Menomonie, WI 54751

Employee Name

Last First Middle In

Program	Soc. Sec. No.

Period Beginning mo da yr	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Work Time														
Other Paid Time														
Total Paid Time														
Total Scheduled Time														

Period Ending
mo da yr

Total Paid Time ☐
Total Scheduled Time ☐
Attendance Rating ☐

Work Evaluation How did the Employee Perform in each area?	Acceptable	In Need of Improvement
Reaction to Supervisor		
Interaction with Co-workers		
Safety		
Productivity		
Initiative		
Quality of Work		
Equip./Worksite Maintenance		
Work Attire/Grooming		

COMMENTS:

Work Evaluation Rating ☐

Note: Payment cannot be made unless all required signatures are present on this document.

Supervisor Signature

Participant Signature

Street Address

City

To Be Completed for Participants in Work/Training and those receiving Support during training

Name of Class & Instructor	Actual Attendance	Scheduled Attendance	Instructor's Signature

Work/Training Site

PIC Representative

Telephone

Total Actual Attendance ÷ Total Scheduled Attendance = Attendance Rate

Authorized Weekly Support × ☐

Support Payment = ☐

For Office Use Only

Program Charged
☐ 2A______
☐ 2Y______
☐ 2B______
☐ ______
☐ ______

INSTRUCTIONS FOR COMPLETION OF TIME REPORT

The intent of this form is to act as a time sheet, evaluation form and authorization for support for participants in Job Training Partnership Act programs.

Supervisor

Enter actual hours worked for each day since attendance and punctuality is most important. Deduct .1 hours for each six minutes late. (e.g. An employee scheduled 4 hours but is 12 minutes late would be paid for 3.8 hours.) As this is our main method of determining reliability, it is important to indicate when workers are late or absent. It is illegal to pay workers for time not worked. By signing their time sheet, you are authorizing payment for hours worked.

PIC Field Staff

Must fill in the information on Employee Name, Program, Social Security Number, Pay Period Dates and Work Schedule. (Note: If schedule varies, enter variable in Daily Scheduled Time Area, but enter Authorized Scheduled Time Total from the pay period.)

The Attendance Rating will be calculated in the PIC office to keep an ongoing measure of the reliability of the worker. Paid Time divided by Scheduled Time will result in an Attendance Rating (e.g. worked 20 hours and scheduled 24 hours indicates 4 hours absent 20/24 = 83% attendance).

Work Evaluation

This is an opportunity for the supervisor to indicate how the employee performed in each of eight basic skill areas. The supervisor should indicate if performance was "Acceptable" or "In Need of Improvement". Please explain the areas where improvement is needed so the worker knows what needs to be improved. Also indicate areas of exceptional performance. These ratings are necessary to assist the worker in developing basic skills or documenting that he or she already possess such skills.

The rating will be calculated by PIC staff as the percentage of acceptable performance. It will be used to determine progress.

Signature

The supervisor must sign to verify the hours worked and authorize payment.

The employee must sign to acknowledge working those hours and to acknowledge awareness of the work evaluation.

Training Verification

Regulations require that individuals employed in combined Work and Training Programs must verify their attendance in required classroom training in order to be allowed to participate in the paid work component.

Individuals receiving support service payments must verify attendance in required classes to obtain support services.

Individuals in Work/Training Programs will have subsequent work schedules reduced for failure to attend required classes.

Individuals receiving support during training may only receive payment if attending. Authorized Payments will be based on the percentage of attendance. (e.g. If you are scheduled in classes for 20 hours and attend only 16, you will receive 80% of your authorized support payment.) This calculation will be completed by the PIC finance office.

Participant/worker - You are responsible for obtaining the required signature(s) of classroom instructors.

Supervisors - Please release time sheets to the worker in order to allow proper signatures to be obtained.

Instructor - Please indicate the actual attendance of the participant and sign where indicated.

Distribution

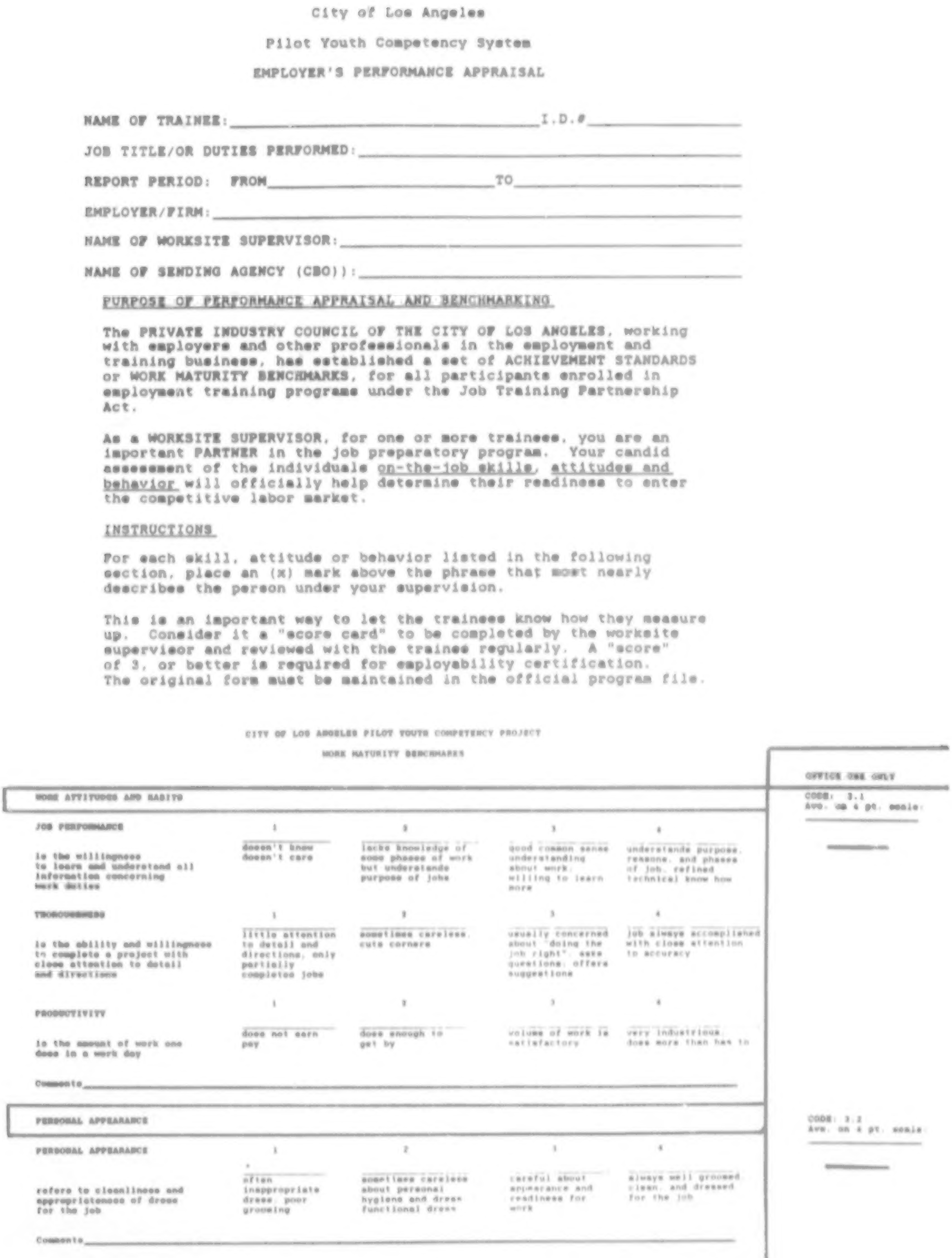
All copies of the Time Report should be returned to the address in the upper left hand corner of the Report. Time Reports must be submitted promptly to avoid delays in payment.

Copies of the Time Report will be returned to:

White - Central File
Canary - Supervisor
Pink - Participant
Gold - Field Office File

PIC staff should complete all necessary shaded areas on the Time Report upon assignment to a Work or Training Program.

Display 59.



City of Los Angeles

Pilot Youth Competency System

EMPLOYER'S PERFORMANCE APPRAISAL

NAME OF TRAINEE:______________________________I.D.#_______________

JOB TITLE/OR DUTIES PERFORMED:____________________________________

REPORT PERIOD: FROM____________________TO____________________

EMPLOYER/FIRM:____

NAME OF WORKSITE SUPERVISOR:_____________________________________

NAME OF SENDING AGENCY (CBO)):____________________________________

PURPOSE OF PERFORMANCE APPRAISAL AND BENCHMARKING

The **PRIVATE INDUSTRY COUNCIL OF THE CITY OF LOS ANGELES**, working with employers and other professionals in the employment and training business, has established a set of ACHIEVEMENT STANDARDS or **WORK MATURITY BENCHMARKS**, for all participants enrolled in employment training programs under the Job Training Partnership Act.

As a **WORKSITE SUPERVISOR**, for one or more trainees, you are an important **PARTNER** in the job preparatory program. Your candid assessment of the individuals on-the-job skills, attitudes and behavior will officially help determine their readiness to enter the competitive labor market.

INSTRUCTIONS

For each skill, attitude or behavior listed in the following section, place an (x) mark above the phrase that most nearly describes the person under your supervision.

This is an important way to let the trainees know how they measure up. Consider it a "score card" to be completed by the worksite supervisor and reviewed with the trainee regularly. A "score" of 3, or better is required for employability certification. The original form must be maintained in the official program file.

CITY OF LOS ANGELES PILOT YOUTH COMPETENCY PROJECT

WORK MATURITY BENCHMARKS

					OFFICE USE ONLY
WORK ATTITUDES AND HABITS					CODE: 3.1 Avg. on 4 pt. scale: ______
JOB PERFORMANCE	1	2	3	4	______
is the willingness to learn and understand all information concerning work duties	doesn't know doesn't care	lacks knowledge of some phases of work but understands purpose of jobs	good common sense understanding about work, willing to learn more	understands purpose, reasons, and phases of job, refined technical know how	
THOROUGHNESS	1	2	3	4	
is the ability and willingness to complete a project with close attention to detail and directions	little attention to detail and directions, only partially completes jobs	sometimes careless, cuts corners	usually concerned about "doing the job right", asks questions, offers suggestions	job always accomplished with close attention to accuracy	
PRODUCTIVITY	1	2	3	4	
is the amount of work one does in a work day	does not earn pay	does enough to get by	volume of work is satisfactory	very industrious, does more than has to	

Comments____

PERSONAL APPEARANCE					CODE: 3.2 Avg. on 4 pt. scale: ______
PERSONAL APPEARANCE	1	2	3	4	______
refers to cleanliness and appropriateness of dress for the job	often inappropriate dress, poor grooming	sometimes careless about personal hygiene and dress functional dress	careful about appearance and readiness for work	always well groomed clean, and dressed for the job	

Comments____

DEPENDABILITY

CODE: 3.3
Ave. on 4 pt. scale: ______

ATTENDANCE AND PUNCTUALITY	1	2	3	4
refers to consistency in coming to work and being on time	often absent without good reason	lax in attendance and punctuality absent or late more than 2 days out of 10	complys with employer attendance policy-present and on time 90% of time, notifys of absence	100% attendance always on time

Comments ______________________________

OPERATION OF EQUIPMENT AND MACHINES

CODE: 3.4
Ave. on 4 pt. scale: ______

TOOL USE/EQUIPMENT OPERATION	1	2	3	4
is demonstrated by careful use, treatment and maintenance of tools, equipment and machines	abusive and destructive	lax in care and maintenance responsibilities	careful and considerate with tools and equipment	always demonstrates effective property management

SAFETY	1	2	3	4
is the state of being free of risk, danger or injury	unthinking, a hazard at the worksite	sometimes forgets safety rules	careful about worksite conduct	works efficiently; "safety first"

Comments ______________________________

RELATIONSHIP WITH OTHER WORKERS/PEERS

CODE: 3.5
Ave. on 4 pt. scale: ______

CO-WORKER COURTESY	1	2	3	4
is the polite, respectful and considerate attention one gives to others on-the-job	often blunt and rude	sometimes tactless; not supportive of co-workers	well mannered, resolves differences tactfully and appropriately	polite and always willing to help others, a "team player" all the way

LEADERSHIP	1	2	3	4
is the ability to guide or direct others toward a positive end with exemplary action or conduct	never takes the initiative	sometimes takes initiative in group of peers	generates enthusiasm to motivate others	provides direction for others and often sets examples; confident

Comment ______________________________

RELATIONSHIP WITH SUPERVISOR/AUTHORITY

CODE: 3.6
Ave. on 4 pt. scale: ______

RECOGNITION OF EMPLOYER-EMPLOYEE RELATIONSHIP	1	2	3	4
the willingness to learn from one's supervisor and respect chain of command	rejects any critical commentary, "acts out"	sometimes responds to opinions offered from supervisor and/or peers	eager to know what supervisor thinks; tries to improve as a result, maintains effective working relationship	appreciates critical review of work; gets involved in the process of supervisors' performance appraisal, enjoys mutual respect

Comments ______________________________

ACKNOWLEDGEMENT

Supervisor and trainee please sign below at time of joint review.

______________________ ____________ ______________________
Supervisor's Signature Date Trainee's Signature

Display 60.

Youth Competencies System Work Maturity Skills

Benchmarks and Indicators

Benchmark Number	Element	Benchmark
1	Attendance	Given an eight week work period, the participant who is not in school on a full time basis will have no more than three unexcused absences during the final six weeks. Given a sixteen week work period, the participant will have no more than six unexcused absences during the final twelve weeks. The supervisor, alone, will document on the final evaluation form the extent to which the participant has derived and demonstrated this benchmark.
2	Punctuality	Given an eight week work period, the participant who is not in school on a full time basis will not be tardy more than five times. Given a sixteen week work period, a youth who is in school on a full time basis will not be tardy more than ten times. The supervisor, alone, will document on the final evaluation form the extent to which the participant has derived and demonstrated this benchmark.
3	Grooming/ Hygiene	Given an eight (sixteen) week work period, the participant will demonstrate good grooming and hygiene and the ability to dress according to the job to be performed, to the supervisor's satisfaction, as documented in final evaluation form completed by the supervisor.
4	Following Directions	Given oral instructions for a work assignment, the participant will complete the assignment as instructed and within the time frame specified if a time limit was given, to the supervisor's satisfaction.
5	Quality of Work	Given work assignments, the participant will accurately complete the assignments to the supervisor's satisfaction, as documented in final evaluation form completed by the supervisor.
6	Work Quantity	Given work assignments and instructions, the participant will complete all tasks in accord with the instructions provided, as documented in final evaluation form completed by the supervisor.
7	Dependability	Given work assignments, the participant will demonstrate that he/she can follow directions, complete work on time, as specified, without close supervision, to the supervisor's satisfaction, as documented in final evaluation form completed by the supervisor.
8	Working Relationships	Given work assignments which require giving or receiving assistance, the participant will demonstrate ability to work with co-workers, to the supervisor's satisfaction, as documented in final evaluation form completed by the supervisor.
9	Personal Behavior	Given an eight (sixteen) week work period, the participant will demonstrate acceptable behavior, to the supervisor's satisfaction, as documented in a final checklist completed by the supervisor.

Objective information for attendance and punctuality is collected. In addition, a youth must be rated "3" or better for all nine categories on the accompanying form to be certified as competent.

BALANCE OF OAKLAND COUNTY SERVICE DELIVERY AREA

WORK MATURITY (WORK EXPERIENCE) BENCHMARKS

SUPERVISOR/EVALUATOR CHECKLIST FOR ASSESSING BENCHMARK ATTAINMENT

SUBGRANTEE ____________________ PROJECT ____________________

WORKSITE ____________________ TIME PERIOD ____________________

PARTICIPANT ____________________ SUPERVISOR ____________________

		Poor	Average		Excellent		Comments
o	RATING OF WORK MATURITY SKILLS (circle rating—each factor):						
1.	Attendance	1	2	3	4	5	________
2.	Punctuality	1	2	3	4	5	________
3.	Grooming/Hygiene o participant dresses appropriately for the job (no shorts, halters, etc) o hair groomed neatly and appropriately o beard/moustache trimmed neatly, if applicable o demonstrates good hygiene	1	2	3	4	5	________
4.	Following Directions o participant exhibits a positive attitude o instructions followed correctly o asks questions, if necessary o task completed within specified timeframe	1	2	3	4	5	________
5.	Quality of Work o completed work neat and accurate o errors were corrected; o instructions followed	1	2	3	4	5	________
6.	Work Quantity o all assigned work completed; o quantity of work completed in accordance with the instructions given	1	2	3	4	5	________
7.	Dependability o instructions followed o work completed in timely and efficient manner o initiative demonstrated in completing a task o if minimal instructions were given, participant used good judgement in completing the task o work assignments completed without constant supervision	1	2	3	4	5	________
8.	Working Relationships o gives help to co-worker, if requested o readily asks for help from co-workers o shows a positive attitude when working with co-workers	1	2	3	4	5	________
9.	Personal Behavior o cooperative o friendly o readily accepts work o willing to listen to new ideas	1	2	3	4	5	________

COMPLETE THIS SECTION FOR FINAL EVALUATION ONLY:

ATTENDANCE

a. Circle the number of days participant was absent without excuse from work during the final six weeks of the program. 0 1 2 3 4 or more

PUNCTUALITY

a. Was youth tardy more than five times during the eight week work period? YES NO

To be certified competent, a youth must be rated "3" or better for all 9 categories.

Performance appraisals are used by most employers in order to communicate performance expectations to all employees and to review past work performance. All Balance of Oakland County SDA limited work experience enrollees are formally evaluated at least once during the course of their participation. These reviews are scheduled in order to assist in continuing communication between the participant and the supervisor regarding work performance and other areas of concern to both the supervisor and employee. It is also completed to determine the extent to which the participant developed and demonstrated work maturity skill competence. (The Balance of Oakland County SDA's Youth Competency System was explained to you during your orientation to the limited work experience program.)

This evaluation should be discussed with you by your supervisor and you should have an opportunity to ask questions regarding the ratings, as well as discuss ways to accomplish any performance improvements, if needed. Other areas of concern you might have should be discussed at this time also.

Following the discussion, if you should be dissatisfied or disagree with the evaluation and wish to have your disagreements recorded, you may do so. Please use the reverse side of this form on which to relate your comments. A copy of this evaluation, and your comments, if any, will be placed in your personnel file.

This evaluation has been discussed with me and I am keeping my copy of this form.

Participant's Signature: ____________________ Date: __________

Supervisor's Signature: ____________________

Counselor's Signature: ____________________

ET5#3

Display 61. SOUTHERN NEVADA EMPLOYMEMT & TRAINING PROGRAM
MONTHLY PERFORMANCE EVALUATION

Participant:______________________________ Social Security #:________________

Supervisor:_______________________________ Worksite:__________________________

SNETP Counselor:__________________________ Rating PeriodFROM: TO:

* COMPETENCY	RATING SCALE			
	100%	80%	70%	60%
	All of the time	Most of the time	Some of the time	None of the time
1. Completes given tasks to the satisfaction of the supervisor				
2. Completes assigned tasks within reasonable time				
3. Follows supervisor's directions				
4. Dresses appropriately for the job				
5. Demonstrates initiative in carrying out work assignments				
6. Works with coworkers in a compatible manner				
7. Interacts with supervisor in an appropriate manner				
8. Organizes and prioritizes the tasks involved in work assignments				
9. Participant has had no unexcused absences (True=100%, one=80%, two=70%, three or more=60%)				
10. Participant has not been more than 5 minutes late (true=100%, one=80%, two=70%, three or more=60%)				

The participant demonstrates an acceptable level of performance of ______ at the tasks listed in his/her training outline at this time.
Yes No Does not apply

I certify that the above information is accurate and represents my best judgement of the participant's performance.

____
Supervisor's Signature

This report has been discussed with me:

____
Participant's Signature Date

*(80% is required for the attainment of each competency)

WORK MATURITY PERFORMANCE COMPETENCIES

	COMPETENCY ITEMS	DEFINITION
1.	Completes given tasks to the satisfaction of the supervisor	The quality of work meets or exceeds the proscribed standards.
2.	Completes assigned tasks within a reasonable time.	Completes work activity in time allowed.
3.	Follows supervisor's directions.	Adheres to verbal and written instruction.
4.	Dresses appropriately for the job.	Demonstrates good grooming, hygiene and safety skills.
5.	Demonstrates initiative in carrying out work assignments.	Acts on own to complete tasks. May ask for further assignments.
6.	Works with co-workers in a compatible manner.	Shows social skills in asking for help or giving help to co-workers.
7.	Interacts with supervisor in an appropriate manner.	Reacts well to having work judged, criticized or directed by others. Displays cooperation to help achieve worksite goals.
8.	Organizes and prioritizes the tasks involved in work assignments.	Demonstrates ability to efficiently make use of materials, supplies, tools, and knowledge of procedures in order to complete task.
9.	Participant has had no unexcused absences. (true=100%, one=80%, two=70%, three or more=60%).	Within a four-week period, the participant has had no unexcused absences.
10.	Participant has not been more than 5 minutes late. (True=100%, one=80%, two=70%, three or more=60%).	Within a four-week period, the participant has not been more than five minutes late.

Display 62.

ASSESSMENT OF WORK MATURITY COMPETENCY

For Participants Enrolled in JST Only

Participant ______________________ Contractor ______________

Instructor ______________________ Program ______________

INSTRUCTIONS: The youth's JST instructor is to complete this form. Place a check (✓) in the appropriate box.

Please complete the "Program Entry" section of this form during the first day the youth is in training.

Please complete the "Program Exit" section the last day the youth is in training.

RATING CRITERIA	Rating			
	Program Entry		Program Exit	
	Satisfactory	Needs Improvement	Satisfactory	Needs Improvement
Attendance				
Punctuality				
Appearance				
Ability to get along with co-workers				
Demonstrates initiative				
Completes tasks on time				
Quality of tasks performed				

PROGRAM ENTRY COMPETENCY ASSESSMENT

Has work maturity competency:

Yes ____ No ____

Date Assessed ____________

PROGRAM EXIT COMPETENCY ASSESSMENT

Attained work maturity competency:

Yes ____ No ____ N/A ____

Date Assessed ____________

STANDARD: Participant must receive "Satisfactory" on each of the 7 criteria to attain work maturity competency.

6-15-84

Display 63.

How to Measure Student Performance

Performance Test Answer Key

The checklists for the performance tests are listed below. Each checklist is identical to the one in the student booklet and contains the requirements for achievement of the objective as taught in the unit. Every item on the checklist must be correct for the student to pass the performance test on that objective.

If you require the student to meet additional or more difficult criteria, further instruction should be provided. For example, a shop instructor who requires students to follow a specific set of safety rules while working should inform students of these rules before administering the performance test.

A single performance test has been included in the student booklet that combines Objectives 3, 9, 11, 12, 13, and 14. A simple task, making a scratch pad, has been used. For your class, however, it may be more appropriate to substitute one or more tasks related to your subject area. If you prefer to select your own task(s) for testing these objectives, use the general form of the performance objectives beginning on page 34 instead of this answer key.

Objective 7

Given a blank form for recording telephone messages, the student will participate in a simulated telephone conversation with the instructor or a fellow student. The student must correctly record the message on the form.

Performance Checklist

- Answered with the business name of the firm. (Make up an office name.)
- Answered clearly, politely, and pleasantly
- Wrote down the name of the person the message is for
- Wrote down the date and time
- Wrote down the caller's name
- Wrote down the name of the caller's business office
- Wrote down the phone number of the caller
- Wrote down the message
- Wrote down your name

Below are scripts for the instructor's part. Each script provides the information the student should record from the conversation. The student, however, may ask questions for further information or clarification. Three scripts are provided so that a different script can be used for each try on the performance test, should a student need more than one attempt. Answers (correctly completed message forms) immediately follow the scripts.

Script 1

Hello, this is Mr. Green of Sam's Sweet Shop. I would like to speak to Mr. Jones.

Please ask him to call me at 622-3333.

Thank you. Good-bye.

Script 2

Hello, this is Tom Brown of Paul's Fish Store. May I speak to Carl Rogers?

Yes. Please ask him to call my foreman, James Rush, at 218-1818 this afternoon.

Thank you. Good-bye.

Script 3

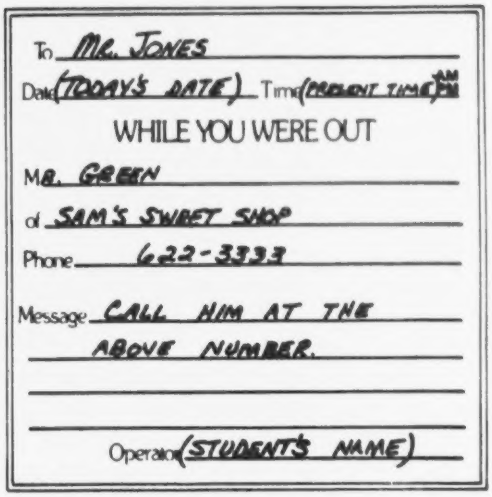
Hello. This is Dr. Web. Is Dr. Hart in?

I will be at the City Hospital until 5 o'clock. Please have her call before then.

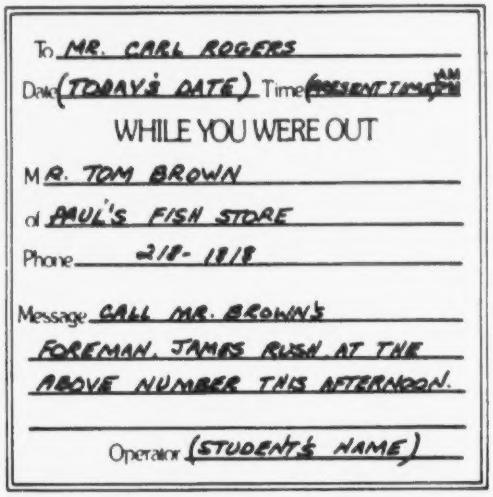
I may be reached at 222-2227.

Thank you. Good-bye.

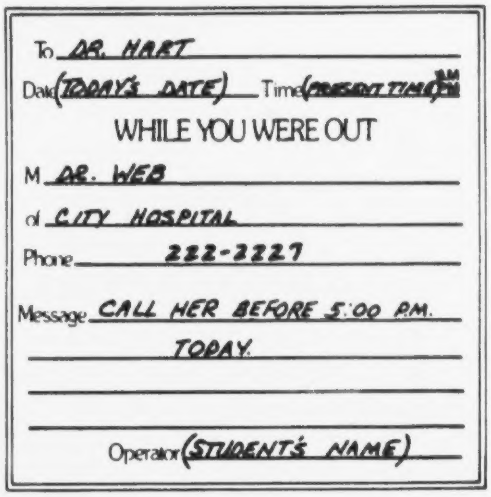
SAMPLE MESSAGE FORMS



To MR. JONES
Date (TODAY'S DATE) Time (PRESENT TIME) AM PM
WHILE YOU WERE OUT
MR. GREEN
of SAM'S SWEET SHOP
Phone 622-3333
Message CALL HIM AT THE ABOVE NUMBER.
Operator (STUDENT'S NAME)



To MR. CARL ROGERS
Date (TODAY'S DATE) Time (PRESENT TIME) AM PM
WHILE YOU WERE OUT
MR. TOM BROWN
of PAUL'S FISH STORE
Phone 218-1818
Message CALL MR. BROWN'S FOREMAN, JAMES RUSH AT THE ABOVE NUMBER THIS AFTERNOON.
Operator (STUDENT'S NAME)



To DR. HART
Date (TODAY'S DATE) Time (PRESENT TIME) AM PM
WHILE YOU WERE OUT
M DR. WEB
of CITY HOSPITAL
Phone 222-2227
Message CALL HER BEFORE 5:00 P.M. TODAY.
Operator (STUDENT'S NAME)

Objectives 3, 9, 11, 12, 13, and 14

Given the task of making a scratch pad, the student will begin and complete the task on time, follow oral instructions, follow written instructions, complete the task without wasting materials or violating stated safety rules, and clean and return materials upon completion of the task. The elements in the performance checklist below are grouped by objective. Every element for an objective title must be checked before a student passes that objective.

Oral Instructions

The performance test for Objectives 3, 9, 11, 12, 13, and 14 requires students to read and follow the written instructions contained in the student unit and to request oral instructions from their instructor.

Each pad should contain 20 pages. Individually assign each student a page number on which to write his/her full name upon completion of the scratch pad. This ensures that a student won't be able to get the oral instructions by asking a fellow student what to do.

If you have more than 20 students in your class, you may give the same number to more than one student. Keep a record of the number assigned to each student on the help sheet on page 33. Refer to this sheet when a student approaches you for oral instructions, and for grading his/her final performance. Did s(he) follow your instructions?

Performance Checklist

Started and Finished on Time (Objective 3)

- started within one minute after instructions
- finished within six minutes from time started

Followed Written Instructions (Objective 13)

- all sheets stacked facing upward
- ruler and pencil used
- lines divide sheet into four 4¼-by-5½-inch sections
- lines drawn from top to bottom
- lines drawn from left to right
- paper cut into four 4¼-by-5½-inch stacks
- staples correctly placed

Followed Safety Rules (Objective 9)

- scissors carried correctly
- blades together when left on desk
- scissors not used for anything other than cutting paper

No Materials Wasted (Objective 11)

- no extra paper needed
- no extra staples needed

Followed Oral Instructions (Objective 14)

- first and last name on correct page

Returned Materials and Cleaned Work Area (Objective 12)

- returned all materials (pencil, ruler, scissors) to correct place

Help Sheet for Performance Test for Objectives 3, 9, 11, 12, 13, and 14

Student Name	Page Number	Time Started	Time Finished

Performance Objectives

The complete form of each performance objective is given below. If your class is using the combined performance test (making a scratch pad) included in the student booklet, you will not need to use this form of the objectives. Instead, use the Performance Test Answer Key beginning on page 30.

If you feel it is more appropriate to substitute one or more tasks related to your subject area for the performance test in the booklet, you will use this form of the performance objectives. You are encouraged to test as many objectives as possible in one task, to emphasize for students the need to integrate these work habits. You will notice that many of the objectives are complementary and can easily be used to evaluate the same activity (for example, Objectives 11 and 12).

The complete form of the performance objectives and evaluation criteria presented here should be helpful in selecting a suitable task for your students, and in developing your own checklists for satisfactory performance of that task.

Objective 3

Given an assignment of which s(he) is capable, the student will begin work promptly and complete the assignment in the time specified by the instructor.

- Begins working on the task within one minute following the completion of instructions and supply of materials
- Completes the task within the allotted time period while maintaining an acceptable level of quality

Objective 7

Given a blank form for recording telephone messages, the student will participate in a simulated telephone conversation with the instructor or a fellow student. The student must correctly record the message on the form.

- Answered with the business name of the firm. (Make up an office name.)
- Answered clearly, politely, and pleasantly
- Wrote down the name of the person the message is for
- Wrote down the date and time
- Wrote down the caller's name
- Wrote down the name of the caller's business office
- Wrote down the phone number of the caller
- Wrote down the message
- Wrote down your name

Objective 9

Given a list of safety rules generated by the class or chosen by the instructor, the student will perform a task selected by the instructor without violating any of the stated safety rules.

Objective 11

Given an assignment to complete a classroom task which requires the use of materials, the student will complete the task without wasting materials.

- Does not waste materials by poor planning which requires starting over
- Does not waste materials by carelessly damaging them
- Does not waste materials by failing to use tools properly
- Does not waste materials by failing to store them properly

Objective 12

Given an assignment to complete a classroom task which requires the use of tools and materials, the student will clean and properly return all tools and materials and clean the work area upon completion of the task.

- Tools are cleaned (if necessary).
- Tools are returned to their proper storage area.
- Materials are returned to their proper storage area.
- Scraps and trash are cleaned up and properly disposed of.
- The work area is as clean and neat following the completion of the task as it was before the task was initiated.

Objective 13

Given a set of written instructions for a classroom task selected by the instructor, the student will perform the task as instructed.

Objective 14

Given a set of oral instructions for a classroom task selected by the instructor, the student will perform the task as instructed.

Unit Test Answer Key and Objectives

The full statement of each knowledge objective is listed below. The objective describes the test question asked of the student, the correct answers, and the standard required for passing the objective. Since the objective includes the correct answers, the objectives also serve as the answer key. Both forms of the unit test use the same answer key.

This is an example of how a knowledge objective is used to score a unit test item.

EXAMPLE OF SCORING (Objective 5)

When presented with a situation in which an employee makes a mistake on the job and when asked to state three actions that the employee should take, the student's response must include at least two of the following:

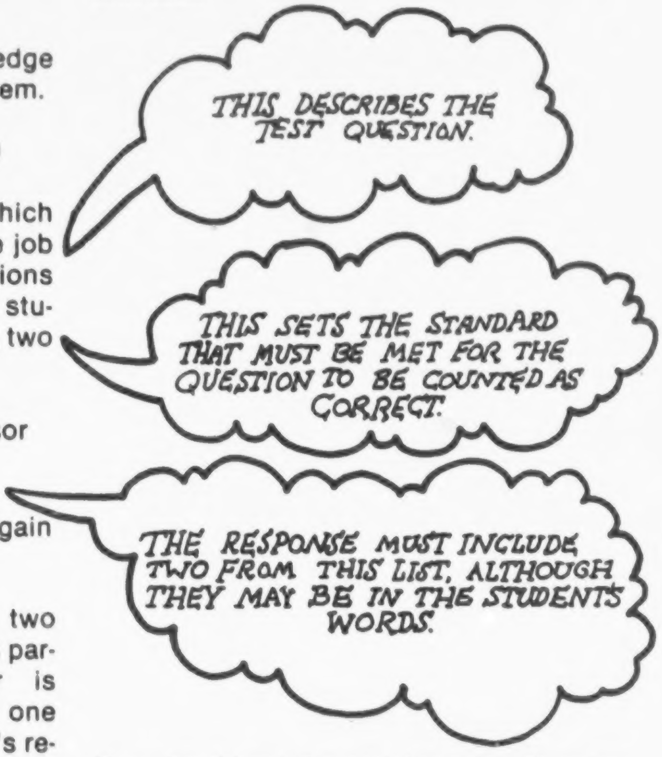
- report the mistake to the supervisor
- correct the mistake
- avoid making the same mistake again by taking some positive action.

If the student's response includes two from this list (the standard set in this particular objective) his/her answer is counted as correct, and s(he) gets one point for this question. If the student's response includes fewer than two from this list, his/her answer is incorrect, and s(he) gets zero points for this question.

What should be done if the student gives an answer that sounds reasonable, but is not on the approved list? In that case, decide whether that response should be added to the list of acceptable answers for your class. If so, *all* students' responses should be graded on the basis of the amended list.

The order of the test questions on the unit test is scrambled, but each is labeled with its objective number to make it easy to find the correct answer in this answer key.

If you change the instruction in a way that changes these correct answers, you should also change the answer key before scoring the tests. If you omit any objective from the instruction, be sure to delete the questions for that objective from the unit test.


THIS DESCRIBES THE TEST QUESTION.
THIS SETS THE STANDARD THAT MUST BE MET FOR THE QUESTION TO BE COUNTED AS CORRECT.
THE RESPONSE MUST INCLUDE TWO FROM THIS LIST, ALTHOUGH THEY MAY BE IN THE STUDENTS WORDS.

You should set the passing score for your students before administering the test. In field testing of all Employability Skills materials, the passing score on the unit test was set at 80 percent. For this unit, students had to answer seven out of eight questions correctly to receive a passing score of at least 80 percent. Each question was scored correct if the answer met the standard, and incorrect if it did not; no partial credit was given.

Objective 1

When presented with a situation in which an employee is absent from work without an excuse, and asked to list at least four likely consequences to the employee, the student must list at least three of the following:

- be warned (or reprimanded) by the supervisor
- be resented by co-workers
- receive a low employee rating
- miss a promotion or raise
- have pay docked
- get fired.

Objective 2

When asked the appropriate course of action to follow when s(he) will be absent from work or late, the student's response will include both of the following:

- call his/her employer at once
- give a good reason (explain) why s(he) will be late or absent.

Objective 4

The student will be given a description of a problem situation in which an employee arrives for his/her first day of work without knowing how to perform the job. When asked to state in writing the most appropriate course of action to follow in order to learn the job, the student must indicate that the employee should request instruction from either an experienced co-worker, the supervisor, the employer, or an individual designated by the employer.

Objective 5

When presented with a situation in which an employee makes a mistake on the job, and asked to state three actions that the employee should take, the student's response must include at least two of the following:

- report the mistake to the supervisor
- correct the mistake
- avoid making the same mistake again by taking some positive action.

Objective 6

When given a situation in which an employee steals goods from work, and asked to list four likely consequences of being caught, the student's list must include at least three of the following:

- be arrested, jailed, or fined
- get a police record
- get fired
- have trouble getting another job or getting into college
- be unable to get unemployment compensation
- be given a second chance
- have to pay for the stolen goods
- lose the trust of employer, supervisor, and co-workers
- get a bad reputation, with a record of the theft put in the company file
- get a poor employee rating
- miss a raise or promotion.

Objective 8

The student is presented with a situation depicting an employee discovering a safety hazard on the job. When asked to state three courses of action the employee may take to correct the unsafe condition, the student will list at least two of the following:

- correct the situation
- warn others
- tell the supervisor
- tell those who caused the violation
- get in touch with the safety officer or repair staff
- check back to see that the condition has been corrected.

Objective 10

When presented with a situation depicting an employee who has discovered a new way of performing his/her job, and asked to indicate in writing the correct course of action to follow, the student must state that the employee will describe the new method to the supervisor or put it in the suggestion box, rather than simply adopting it without the approval of the organization.

Objective 15

Given a list of sixteen products from which to choose, the student will write out a menu of three balanced meals. Each meal will include at least one item from each of the four basic food groups:

- meats (fish, chicken, hamburger, ham, eggs)
- grains (muffins, rice, rolls, toast, bread)
- fruits and vegetables (oranges, potatoes, apple juice, greens, peas, lettuce, carrots).
- dairy products (cheese, milk, ice cream. buttermilk, cottage cheese).

Unit Test: Form A

(Employability Skills: Good Work!)

Name ______________________

Date ______________________

Fill in the blanks.

1. *(Objective 4)* Barbara arrives for her first day of work at the fish market. Her boss introduces her to the other workers, wishes her the best of luck, and then leaves. Barbara has had no training and isn't sure exactly how to do her job. What should she do?

____

____

2. *(Objective 8)* At the lumberyard where he works, Mel notices that the safety guard on one of the power saws is coming loose. What are three things that he might do about this safety hazard?

1 ____

2 ____

3 ____

3. *(Objective 1)* Kevin doesn't like his job at Wimpy's Hamburger Haven. He'd much rather play pool. Last week he skipped work twice, and today he showed up an hour late. What are four things that might happen to Kevin for being absent?

1 ____

2 ____

3 ____

4 ____

4. *(Objective 5)* Georgette sells paint at Harvey's Home and Garden Shop. Yesterday she incorrectly mixed two gallons of red paint. Today the customer comes back and complains that the paint is bright blue! What are three things that Georgette should do?

1 ____

2 ____

3 ____

5. *(Objective 15)* From the following list of foods, plan three balanced meals: rice, peas, potatoes, chicken, hamburger, cheese, ice cream, milk, ham, lettuce, bread, rolls, carrots, fish, buttermilk, and muffins. Use each food only once. (You may find it helpful to write in the names of the four main food groups.)

FOOD GROUPS	MEAL 1	MEAL 2	MEAL 3

6. *(Objective 10)* Suzanne is the head file clerk at Libra Publishing House. While working late last week, she discovered a new way to arrange the files. It isn't the method that the company uses, but she thinks it will save a lot of time. Suzanne would like to use the new filing system. What should she do about this?

____

____

7. *(Objective 2)* What are two things you should do if you will be absent from work or late?

1 ____

2 ____

8. *(Objective 6)* Mark works in a clothing store. From time to time he takes home clothes without paying for them. What are four things that could happen to him if he is caught stealing?

1 ____

2 ____

3 ____

4 ____

C. Related Activities and Components — Service delivery areas should beware of "after the fact terminations" which suddenly pop up when intended labor market oriented placements go "haywire." If competencies were not assessed, planned for, and taught, then the evaluation and resulting positive termination should not be allowed. With no antecedent level of need, there can be no determination of gain.

The "Competency Plan" used by the Central Ohio Rural Consortium is a management tool designed to assist both the staff person and the participant in planning services that are needed to enable the youth to attain competencies in identified areas of deficiency. The plan also documents an enrollee's learning deficits at the time of entry into the program and the achievement of competencies while in the program. This SDA's policy states that "an 'Attained PIC Recognized Competency' termination can only be taken if the youth attained the competencies while in the program." A Competency Plan must be constructed for all II-A participants who are age 21 or under. The Competency Plan — with instructions — is presented in Display 64. (See Display 64.)

Many programs find that agreements in addition to the EDP foster better teaching/learning in particular activities. They clarify mutual expectations and responsibilities, delineate benefits and rewards, and specify disciplinary provisions and sanctions for their violation.

The "Job Plan and Contract" is part of the curriculum entitled, Pre-employment Skills Training for the Learning Disabled: A Job Club Manual, published by the Nevada State Department of Human Resources. In addition to the purposes mentioned above, it is used to remind participants that contracts are critical to the very nature of the world of work. An individual must follow through and finish what he/she has agreed to complete, or he/she may be fired. Adherence to the content of the agreement indicates the learner's level of commitment to gaining employment. This format appears in Display 65. (See Display 65.)

Display 64.

Competency Plan

Page I: Background/Personal Assessment

The information contained on this page can be obtained from the participant's JTP-Ohio application and through an initial interview with the participant. Items listed are self-explanatory.

Page II

A. Pre-Employment/Work Maturity

1. Skill Area: The skill areas in which Pre-Employment/Work Maturity competencies have been developed are listed.
2. Assessment Tool: The name of the test or the type of assessment used should be entered here.
3. Pre-Test Score/Post-Test Score/Dates: Enter the pre- and post-test scores and the dates on which they were administered. Post-tests do not have to be administered unless a deficiency was identified.

B. Barriers to Employment/Special Needs

Based on information gethered through observation, data supplied by other agencies/schools, and through observation; check all areas that apply. The level (see level definitions) should be indicated in the space under comments.

C. Academic Test Scores

1. Skill Area: Skill areas are identified. If other areas are listed, indicate skill under other.
2. Assessment Tool: Enter the name of the test administered for the skill area.
3. Pre-Test Score/Date: Enter the pre-test score and the date the test was administered.
4. Posts-Test Score/Date: Enter the results for any post-tests that were administered. NOTE: Post-tests should be administered for educational areas that were noted as deficient and for which services have been provided.

D. GED Tests

This section can be used for persons working on their GED.

Page III: Competency Plan

A. Area in Need of Improvement

Enter the type of improvement (deficiency) needed. The area listed should be backed up by assessment results.

B. Plan of Action

Describe what steps will be taken to address the areas of deficiency. The Plan of Action should include activities and services to be provided.

C. Follow-Up Date

Indicate the date when follow-up on the "Plan of Action" will be made.

D. Certification and Agreement

Have the participant sign the initial plan. The person constructing the plan should also sign and date the form. One (1) copy should be given to the participant and the other copy maintained in the participant's file. Updates/modifications to the plan can be xerox copies.

Documenting Levels or Needs on Competency Plan

During initial assessment into the youth program, each youth should be classified as a Level I, II, or III.

The criteria used for this classification should be noted on the youth's Competency Plan. This information can be entered on the first page of the plan and in the section for barriers on the second page of the plan. The level determined should be written in the space provided for comments in the barrier section.

Determination of Levels must be done prior to provision of services.

Display 64.

COMPETENCY PLAN

Page I: Background/Personal Assessment

The information contained on this page can be obtained from the participant's JTP-Ohio application and through an initial interview with the participant. Items listed are self-explanatory.

Page II

A. Pre-Employment/Work Maturity

1. Skill Area: The skill areas in which Pre-Employment/Work Maturity competencies have been developed are listed.

2. Assessment Tool: The name of the test or the type of assessment used should be entered here.

3. Pre-Test Score/Post-Test Score/Dates: Enter the pre- and post-test scores and the dates on which they were administered. Post-tests do not have to be administered unless a deficiency was identified.

B. Barriers to Employment/Special Needs

Based on information gathered through observation, data supplied by other agencies/schools, and through observation; check all areas that apply. The level (see level definitions) should be indicated in the space under comments.

C. Academic Test Scores

1. Skill Area: Skill areas are identified. If other areas are listed, indicate skill under other.

2. Assessment Tool: Enter the name of the test administered for the skill area.

3. Pre-Test Score/Date: Enter the pre-test score and the date the test was administered.

4. Post-Test Score/Date: Enter the results for any post-tests that were administered. NOTE: Post-tests should be administered for educational areas that were noted as deficient and for which services have been provided.

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Page III: Competency Plan

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D. Certification and Agreement

Have the participant sign the initial plan. The person constructing the plan should also sign and date the form. One (1) copy should be given to the participant and the other copy maintained in the participant's file. Updates/modifications to the plan can be xerox copies.

DOCUMENTING LEVELS OR NEEDS ON COMPETENCY PLAN

During initial assessment into the youth program, each youth should be classified as a Level I, II, or III.

The criteria used for this classification should be noted on the youth's Competency Plan. This information can be entered on the first page of the plan and in the section for barriers on the second page of the plan. The level determined should be written in the space provided for comments in the barrier section.

Determination of Levels must be done prior to provision of services.

COMPETENCY PLAN

BACKGROUND/PERSONAL ASSESSMENT

Name: ____________________

In-School ___ Dropout ___ OSY ___

FORMAL EDUCATION

Current grade/last grade completed ____________ School ____________

Date of withdrawal/completion ____________ Age at withdrawal/completion ______

Circumstances of withdrawal ____________

Extra curriculum activities, recognitions, etc. ____________

OTHER TRAINING

Course title and description, dates attended, certification obtained ____________

WORK HISTORY (Attach copy of Application Supplement for work history details)

Skills obtained through previous employment ____________

Volunteer or unpaid work ____________

PERSONAL ASSESSMENT

Living arrangements ____________

Dependents, list ____________

Explain current transportation arrangements ____________

Valid driver's license? Yes [ ] No [ ] Restrictions, explain ____________

Physical/mental limitations, if any ____________

Initial appearance ____________

Level of self-confidence displayed ____________

Hobbies/interests ____________

CURRENT JOB NEEDS

Kind of work interested in and reason(s) ____________

Kind of work not interested in and reason(s) ____________

Rate of pay expected ______ Interested in part-time work _____ full-time work ____

Special circumstances/general attitude towards work ____________

10/84

NAME: ____________________

PRE-EMPLOYMENT/WORK MATURITY

SKILL AREA	ASSESSMENT TOOL	PRE-TEST SCORE	DATE	POST-TEST SCORE	DATE
Source Employment					
Applications					
Resume					
Interview					
Appearance					
Attendance					
Work Rules					
Supervisor/Coworkers					
Work Habits/Attitude					

BARRIERS TO EMPLOYMENT/SPECIAL NEEDS

Special problems that must be considered:

- ☐ School Dropout
- ☐ Teenage Parent
- ☐ Handicapped
- ☐ Alcoholic
- ☐ Addict
- ☐ Physical Characteristic
- ☐ Need for Part-Time or Flexible Working Hours
- ☐ Limited Skills
- ☐ No Transportation
- ☐ Financial Problems
- ☐ Limited English Speaking Ability
- ☐ Lack of Job Experience
- ☐ Child Care Problems
- ☐ Health Care Problems
- ☐ Other ____________________

COMMENTS: ____________________

ACADEMIC TEST SCORES

SKILL AREA	ASSESSMENT TOOL	PRE-TEST SCORE	DATE	POST-TEST SCORE	DATE
Reading					
Math					
Language					
Other					

GED TESTS	PRE-TEST		1ST		2ND	
	SCORE	DATE	SCORE	DATE	SCORE	DATE
Writing Skills						
Social Studies						
Science						
Reading Skills						
Mathematics						

COMPETENCY PLAN

Name: ______________________ CORC Representative: ______________________ Date: ________

AREA IN NEED OF IMPROVEMENT	PLAN OF ACTION	FOLLOW-UP DATE

CERTIFICATION AND AGREEMENT

I agree with the Competency Plan developed for me; I will make an effort to carry it out. I understand this to be an initia plan, and can be changed by the CORC representative and me.

______________________ Participant Signature

______________________ CORC Representative Signature

________ Date

Display 65.

THE JOB CLUB PLAN AND CONTRACT

Participant __________ Instructor __________ Counselor __________

Date __________

Establishing my Career Goal

A. My career goal is __________

B. When I want to have achieved my career goal __________

C. Needs I will satisfy by achieving my career goal __________

D. Conflicts this goal may have with other goals __________

Making a Plan to Accomplish My Goal

A. Removing Obstacles

1. Personal shortcomings that might keep me from achieving my goal

2. What I can do about them:

3. Outside obstacles that might keep me from achieving my goal __________

4. What I can do about them:

B. Planning Action

Specific steps I will take that will help me achieve my goal:

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________

THE JOB CLUB PLAN AND CONTRACT

Finding Human Resources to Help Me Achieve My Goal

A. Who can help me achieve my goal?
  a.
  b.
  c.
  d.

B. What will I ask of each person?
  a.
  b.
  c.
  d.

C. What other resources are there to help me achieve my goal?

  a.
  b.
  c.
  d.

  e.
  f.
  g.
  h.

Implementing the Plan

A. What is the Objectives?__________________
____

B. What are the time lines?______________________
____

C. What are my duties to the Job Club?

1. Attend all meetings______________
2. To call Instructor if there are problems______________
3. To perform all instructions made by Instructor and/or Counselor________
4. To attend all scheduled interviews___
5. To arrange priorities so that JOB CLUB is the activity of the day_____
6. To assist other participants in a helpful & friendly way__________
7. To participate willingly and in a friendly manner to the activities of the JOB CLUB______________
8. To share knowledge, skills and information with other JOB CLUB participants________________

JOB CLUB Participant's signature______________

Date______________

JOB CLUB Instructor's signature______________

Date______________

Rehabilitation Counselor's signature______________

Date______________

The Heart of Texas Council of Governments (HOTCOG) operates a pre-employment component as part of its overall summer youth activities. HOTCOG's summer youth pre-employment segment includes:

- assessment, testing, and counseling
- occupational, career, and vocational exploration
- job search assistance
- job holding and survival skills testing
- basic life skills training
- review of knowledge skills
- labor market information, and
- job seeking skills training.

The rules and requirements governing young people's participation are precisely and concisely spelled out in the "Pre-employment Training Employee Conduct Guide Agreement" which is contained in Display 66. (See Display 66.)

The Private Industry Council of South Florida has an exemplary way of laying out the employability skills curriculum for its Summer Youth Employment and Training Program. This competency-based system is divided into three sections. The first contains the core curriculum, which is offered to all summer participants. The second encompasses the benchmarks related to the core curriculum competencies. The third indicates the measurement procedures used to determine achievement. Display 67 presents a sample of South Florida's approach, which certainly constitutes an excellent example of a curriculum abstract. (See Display 67.)

Display 66.

Heart Of Texas
Council Of
Governments

A VOLUNTARY ASSOCIATION OF LOCAL GOVERNMENTS

BOBBIE AFFLECK
Deputy Executive Director
Employment and Training

HEART OF TEXAS COUNCIL OF GOVERNMENTS
PRE-EMPLOYMENT TRAINING EMPLOYEE CONDUCT GUIDE AGREEMENT

1. Employees are to report to training promptly by 9:00 a.m.
   - June 10-13
   - June 17-20
   - June 24-28
   - July 01-03

2. Pre-Employment Training hours are - 9:00 a.m. - 12:00 noon
   12:30 p.m. - 3:00 p.m.

   A fifteen minute break in the morning may be taken. A 10 minute break in the afternoon may be taken. Each employee is expected to arrange for transportation to promptly arrive for 3:00 p.m. dismissal.

3. No more than one absence will be allowed during the pre-employment training. Employees who are absent more than one day will be terminated from employment. Three tardies equal one absence.

4. Each employee is expected to be neat and clean when reporting to work. Dress is to be professional. Clean shirts/blouses, pant/skirts, conservative shoes and socks/hose are encouraged.

5. Each employee agrees that during pre-employment training and work, that he/she will not be under the influence of alcohol or drugs.

6. No violence is permitted.

7. Each employee will be evaluated by the supervisor at the end of each pay period.

8. Each employee is to adhere to safety rules.

9. Each employee is to sign in and out each morning and afternoon on the appropriate time sheet.

10. Any employee who does not adhere to the Employee's Conduct Guide may choose to change the negative behavior to positive behavior or may choose to resign.

By signing this agreement, employee verifies understanding of the conduct required.

____________________________ ____________________
Youth Signature Date

____________________________ ____________________
Supervisor Signature Date

JOB TRAINING OFFICE • 925 COLUMBUS AVENUE • WACO, TEXAS 76701 • 817 754 - 5421, EXT. 78

Display 67.

E. Job Search: Identifying Leads

Objective:

1. To develop skills in identifying job opportunities and following up on job leads.

Possible Approaches:

1. Have students bring in copies of the classified advertising section of a newspaper and analyze the classified ads to learn how ads are categorized, what key abbreviations mean, and how to interpret key phrases and messages in the layout and content of ads.
2. Have participants select 3-4 ads and outline the steps to use in following up on these leads.
3. Have participants identify other job leads and outline the steps to use in following up on these leads.

Results:

Increased skill in using want ads and other sources to identify job openings for which a participant might wish to apply.

F. Job Search: Following up on Job Leads

Objective:

1. To develop skills in following up on job leads.

Possible Approaches:

1. Provide instruction through filmstrips, tape recordings, role playing, etc. covering the following:
    - A. Setting up a job interview.
    - B. Collecting information needed for the interview.
    - C. How to dress to get a job.
    - D. Behavior expected at the interview.
    - E. Questions you may be asked
    - F. Answering questions appropriately
    - G. Questions you may not have to answer
    - H. Questions you want answered by employers during interview
2. Involve student in role playing, evaluating, video taping, etc. for each of these interview skill areas.
3. Provide feedback and suggestions for modification/improvements.
4. Provide formal instruction in telephone use covering the following skill areas:
    - A. Using the telephone book
    - B. Asking for operator assistance
    - C. Requesting information via the telephone
    - D. Giving appropriate telephone messages
    - E. Receiving messages

    (Southern Bell Telephone has available materials, films, speakers, etc.)
5. Have students practice listening to directions
6. Provide instruction in communicating with supervisors, taking criticism, making suggestions, etc.

Results:

1. Participants will demonstrate improvement in dealing with daily communication demands.

G. Filling Out Job Applications

Objective:

1. To increase one's skills in successfully completing job applications.

Possible Approaches:

1. Develop an employment-education history sheet as a working tool. Include employers, school, skills, and beginning and ending dates for each.
2. Learn how to secure references, and who makes good references.
3. Have all necessary documents: work permits, social security cards, etc.
4. Practice completing various job applications, using the employment/education history sheet to facilitate this process.

Results:

1. Increased understanding of, and ability to effectively complete job applications.

H. Job Interviews

Objective:

1. To develop the competencies needed for success in job interviews.

Possible Approaches:

1. Review general interviewing skills and focus specifically on job interviewing.
2. Have participant answer the following questions before the interview:
   a. What do I want?
   b. Why am I here?
   c. How can I contribute?
   d. What salary range will I consider?
3. Have participants role play the parts of both employer and applicant. Have participants' critique each other on appearance, behavior, style, content, etc.
4. Use audio and video tapes where possible to enable participants to hear and view themselves and improve their self-presentation skills accordingly.
5. Have employment interviewers from industry conduct mock interviews and critique applicants.

Results:

1. Increase competencies needed for successful job interviewing.

I. Job-Keeping Skills

Objectives:

1. To identify specific on-the-job problems that could arise.
2. To apply a problem-solving approach to effectively deal with these problems.
3. To identify appreciated work habits
   a. High quality work
   b. Productivity
   c. Ability to follow written/oral instructions
   d. Judgment
   e. Attendance
   f. Punctuality
   g. Calling for absences or lateness
   h. Telephone use
   i. Courtesy
   j. Interest in work
   k. Pride in one's work
   l. Grooming and personal habits

Possible Approach:

1. Design and develop various case studies or role play exercises to enable participants to develop, apply and critique a variety of solutions for each of various types of problems.
   a. Dealing with supervisors
   b. Dealing with co-workers
   c. Handling criticism
   d. Following rules
   e. Dealing with irresponsible behavior
   f. Dealing with inappropriate dress or personal habits.

Results:

1. Increased problem-solving skills and greater awareness of job keeping skills.

Section 2

Employability Skills Benchmarks

Benchmark Number	Element Employability Skills	
5	Job Search: Want Ads/Job Leads	Provided simulated role-play situations, want ads and job leads, the participant will demonstrate and explain, using good oral communication skills, how to use want ads and follow-up on job leads, to the instructor's satisfaction.
6	Job Applications	Given various job application forms, the participants will complete the applications neatly, insuring all required information is entered and is correct.
7	Interviews	Given a simulated job interview, the participant will demonstrate appropriate interview techniques, including appropriate non-verbal behavior and oral communication skills, to the instructor's satisfaction.
8	Job-Keeping Skills: Employer Expectations	Without the aid of references, the participant will identify what an employer expects from an employee and explain the importance of employer expectations in keeping a job, to the instructor's satisfaction.
9	Job Keeping Skills: Employee Relations/ Handling Problems on the Job	Given simulated role-play situations on a job, including job conflicts (with a supervisor or a fellow employee), the participant will demonstrate and explain, using good oral communication skills, good and bad work habits, and demonstrate how to resolve job conflict by himself/herself, and/or by grievance procedures, to the instructor's satisfaction.

Section 3

Employability Skills Assessment Procedures

Benchmark #5: Job Search: Want Ads and Job Leads

Select a situation for the participants (for instance, a participant wants a clerical position, has only 6 months classroom training, and types 35 wpm). Give the participants the classified section of the paper, and have the participants choose 3 jobs for which they feel they would qualify. Have the participants explain why they feel they would qualify for the positions. In addition, have the participants explain what the abbreviations in the want ads mean. Have the participants give you five kinds of information to look for in want ads that would help them decide which jobs to apply for.

In evaluating each participant, look at the following:

- Were the jobs selected by the participant appropriate (i.e., did the participant select jobs for which he lacked the specified experience and therefore would not get hired?)
- Did the participant understand the abbreviations in the want ads?
- Was the participant able to use the classified ads without difficulty?
- Was the participant able to give you the following kind of information about each job in cases where this information was available in the ad?

  a. Type of work
  b. Job location
  c. Amount of pay
  d. Working hours
  e. Education and/or training required.

Select a job lead situation for each participant, eg., job lead through the paper (want ad), or job lead through a friend. Select one of the ways in which participant will have to follow-up (i.e., personal contact, by letter, by telephone). Have the participant role play the follow-up.

In evaluating, look at the following:

Follow up by personal contact:

- Appropriateness of dress
- Speaking ability
- Interviewing technique
- Job application.

Follow-up by letter:

- Were spelling and grammar correct?
- Was the letter neat?
- Was the letter short and to the point?
- Did the letter contain the following information?

a. Name of the job the participant was applying for
b. Information about the participant's background and experience
c. Why the participant wants the job
d. References
e. Request for an interview.

Follow-up by telephone:

- Did the participant give his/her name?
- Did the participant ask for a specific individual?
- Did the participant state the job he/she was interested in?
- Did the participant state how he/she found out about the job?
- Did the participant get the time and date for interview, place of interview, name of person to see?
- Did the participant get information on the job requirements?
- Did the participant communicate in understandable English?

Benchmark #6: Filling Out Job Application

Explain to the participant that he/she is in a simulated personnel office of the XYZ Company and give the participant a job application. Explain to participant that the application must be neatly printed, filled out in ink, and all information which pertains to the participant must be completed, if possible. In addition, you can state to the participant what job he/she is applying for. You can state a time limit of 20 minutes. A participant should be able to complete an application within that timeframe. When the participant has completed the application, have it turned in to you.

Examine for the following:

- Neatness: no excessive crossing out, or unreadable writing
- Spelling
- Completeness

Possible Approaches:

1. Have students learn how to follow up on job leads by telephone. Have students role play presenting themselves well on the telephone and setting up job interviews.
2. Role play what happens when students present themselves at personnel offices where "apply in person" is specified instead of telephone contacts.

Results:

1. Increased understanding of the hiring process and increased skill in following up on job leads.

Benchmark # 7: Job Interviews

Use the application that the participant has completed. Explain to participant that he/she is going to be placed in a role play job interview, and he/she must treat it as the real thing. Set the scene (for instance, the personnel office at Burdines, 10 A.M. appointment, etc.). If you want, you may have a participant or instructor play the role of the receptionist. As the interviewer, ask questions about some of the following:

- Job experience
- Educational background and experience
- Why he/she wants to work for your company. Determine if the participant has any questions he or she cares to ask.

During the interview look for the following:

- Ability to express oneself in clear understandable English (i.e., free of slang or street language)
- Personal appearance: Was the participant neatly attired, in appropriate clothing? Was the participant's hair style appropriate, etc.? (Participants should have been notified in advance. If personal appearance is lacking, determine after the interview if participant knows how to dress and groom by asking the participant questions.)
- Was the participant able to sell himself/herself?
- Was he/she aggressive, confident, or timid?
- Did he/she answer questions in only yes or no style?
- Was the participant able to understand the questions asked, and were the responses expressive?
- Posture of participant. Was the participant too relaxed (lounging) or was the participant too stiff?

Benchmark #8: Employer Expectations

Ask the participant to give you 6 employer expectations and explain why meeting employer expectations is important in keeping one's job. Some employer's expectations that should be included are:

- Judgment
- Punctuality
- Ability to work with others
- Quality of work
- Productivity
- Ability to follow directions
- Courtesy
- Interest in one's work

Benchmark #9: Job Keeping Skills: Employee Relations/Handling Problems On The Job

a. Tell the participants they are in a role play office situation. Then select 2 participants, one who is being assessed/certified and one who is not. Without the assessment/certification candidate hearing, inform the one who is not being assessed that he/she is to demonstrate poor working relationships and habits. Then inform the other participant that he/she will have to demonstrate good working relationships and habits. Give them 10 to 15 minutes at the role play and then stop them.

Ask the participant who had to demonstrate good working relationships and habits what was wrong with the other participant's performance.

b. Inform participants that they are in role play situation, and select a situation for the participants (for instance, trouble with an immediate supervisor or co-workers). Then inform the participants that he/she will have to solve the problem through either personal resolution or a grievance procedure. Have participants role play for approximately 10 minutes.

Evaluate participants' handling of the problem.

Personal Solution:

- Did the participant act friendly?
- Did he/she explain the problem and how it was affecting them?
- Did he/she offer a solution which was beneficial for both parties?

Grievance Procedure:

- Did the participant follow correct procedures or chain of command?

(Private Industry Council of South Florida)

ORAL COMMUNICATIONS CHECKLIST FOR USE WITH BENCHMARKS

	Satisfactory	Unsatisfactory
1. Did the participant speak clearly and distinctly?		
2. Did participant avoid using slang/street language?		
3. Did participant use correct word pronunciation?		
4. If non-verbal communication was used, did the participant use it correctly and was it appropriate?		

Remarks:

Signature: ______________________ Date: ____________

Teaching Pre-Employment

There are innumerable commercial courses and packages which teach pre-employment competencies. This can be borne out by attending any education "fair" or hardware-software "show." However, there are also a great many approaches that have been put together by service delivery areas and program operators. Although they tend to focus on the same general range of capacities, there are differences in the way modules are structured and sequenced, in the procedures that are used, and in the formats for delivery of curricula.

The Dayton/Montgomery County (Ohio) Boards of Education have developed the Taking Charge series which covers pre-employment skills competency training in four levels — "Approaching the Labor Market" for 14-15 year olds; "Exploring the Labor Market" for 15-16 year olds; "Entering the Labor Market" for 16-17 year olds; and "Succeeding in the Labor Market" for 17-18 year olds. Display 68 presents materials on the Taking Charge approach, including directions to instructors and representative lesson plans. This is an extremely sound local effort to combine needs analysis, teaching, measurement, and acknowledgement of learning to contribute to participant growth and development. (See Display 68.)

The Florida State Department of Education's Employability Skills Series shows a really comprehensive and well grounded approach to learning. The following selection from "Job Changes" incorporates many of the desirable principles and practices previously discussed. Display 69 offers some very informative and illustrative material, including directions to instructors and a unit overview, and provides a contextually and procedurally sound way to teach pre-employment competencies related to changing jobs. (See Display 69.)

A fair number of SDAs across the country are using the Wisconsin Youth Employment Competencies Program for the pre-employment/work maturity area. This approach encompasses seven broad competencies, with 29 learning objectives. For the seven broad competencies, two forms of an objective test (20 questions each) are provided. The level of achievement is 80%. Performance tests and criteria for scoring written exercises are available where applicable. The Program suggests classroom activities, student readings and worksheets, and supplementary curricular materials. This approach was developed by the Employment and Training Institute of the University of Wisconsin. Display 70 presents the Program's youth employment competencies. (See Display 70.)

Even more localities are using the Maine Pre-employment Competencies System. This approach, generally known as the "Maine Model," encompasses a total of fifteen competencies separated into four categories: career decision making, life/work management, job getting, and work maturity. The System includes 2-5 specific abilities under each of the fifteen competencies.

The Maine Model is most complete from a systems point of view, and offers the beginner helpful explanations and instructions on establishing and utilizing competencies. It provides measurement instruments, related curricula, and forms for certification and documentation. Display 71 presents the Maine Pre-employment Competencies. (See Display 71.)

The appendix section keyed to this chapter contains additional curriculum formatting resources, as well as examples of related activities and components for teaching pre-employment competencies.

Text continues on page 343

Display 68.

A WORD TO INSTRUCTORS ON TEACHING THIS PROGRAM

OVERVIEW: The material that follows is almost entirely self-contained, especially in the student (or participant) manual. This training program consists of the actual information the participants are to learn, the exercises to help them learn the information, and the tests or "indicators" to measure their learning. It is expected that participants will keep their completed manuals to continually refer to them and update them as they progress in the ongoing career development and self-development these training programs encourage.

COMPETENCY STATEMENT: At the beginning of every lesson a competency statement is listed. This statement embodies the knowledge we expect participants to learn and/or the task we expect them to accomplish by the end of each lesson. The competency statement can be thought of as the goal of each lesson. Instructors should keep this goal in mind as they prepare for each lesson, as they lead each lesson, and as they end each lesson. Guest speakers, films and filmstrips should definitely help the instructor achieve the lesson goals.

Instructors should remember the following adage:

> If you don't know where you're going,
> you'll probably end up somewhere else!

Keep your goal in mind each lesson! Bend all your efforts together to accomplish each lesson's goal and to insure that participants have the knowledge to test over the material successfully.

INDICATOR: Below the competency statement listed at the beginning of each session, the indicator is listed. The indicator is a test of the information to be learned in each lesson. The indicator test has been derived totally from the actual learning material. Some of the indicators may state the actual score a participant must obtain to be considered to have satisfactorily completed the lesson. Other indicators, due to the more personal or subjective nature of the test, are considered satisfactorily passed if the participant just completes them.

ACTIVITIES: In your Instructor's Manual, you will find a selection of activities and the instructions concerning these activities just below the lesson indicator statement. These activities are listed in 1,2,3... order on the left hand side of the page for each lesson. The activities are a combination of lecture, small group activity, exercises, guest speakers, films, and filmstrips designed to aid student learning of each lesson's material. In following the step-by-step instructions for each lesson, instructors should be very careful to 1) explain the purpose of the day's lesson at the beginning of the lesson, 2) define all words carefully and make sure the class understands them and is ready to go on, 3) work all exercises in advance themselves to fully understand the exercises and to prepare examples on how to complete each exercise, 4) anticipate and schedule appropriate guest speakers and audio-visual materials. At the end of each exercise, instructors will need to lead the class in a discussion to point out the meaning and relevance of that exercise.

RECOMMENDED RESOURCES: On the Instructors lesson plan for each session, on the right hand side of the page, is listed the recommended resources needed for that lesson. The resources are listed directly across the page from the activities they relate to. For example, if Activity 1 calls for students to complete a written exercise in the participant manual, directly across the page to the right will be listed a phrase "Participant Manual pg. 26". If another activity calls for using the newspaper classified ads, the entry across the page in the resource column might list as the needed resource, "Dayton Journal Herald Newspaper". If the resource listed for any activity is a film or filmstrip, the resource column will list a suggested film or filmstrip to be used. It is the Instructors responsibility to either reserve this A/V item or to find another appropriate A/V medium to replace it if it is already booked up or not available. We have tried to always list the name of resource materials, the manufacturer, and the location of the resource (ex. Public Library, Career Resource Room, etc.)

COMPETENCY INDICATOR DOCUMENTATION: At the beginning of each Participant Manual there is a page titled, "Competency Indicator Documentation". This page is a checklist which certifies that the participant completed each of the competency lessons. The page states the competency to be learned in each lesson, the indicator test for the lesson, the date the lesson was completed, and includes the actual Instructor's signature or initials verifying that each lesson was completed. Students who complete every session and have the Instructor's certification that they completed every session are considered program completers - competent in every session.

EXPLANATION OF THE "ONE WAY" CHARACTER: The "Approaching the Labor Market" program is designed around the trials of a space alien, named One Way. Each session, One Way faces a different challenge of how to fit in to our society and how to be a productive member of it. The use of this character is meant to raise student empathy for One Way's plight. One Way faces many of the same identity problems and fitting-in problems that our students face. In each lesson, One Way states his dilemma and resolves it through the students help. Each lesson ends on a positive, confident note!

PRE-TEST/POST-TEST: Before beginning Session 1 administer the Pre-test found on page 40 of this manual. The answer key is found on page 47. Remember, you will be giving this test again at the end of the course.

In scoring these tests you will consider two factors. First, the increase in score from Pre-test to Post-test will indicate the level of cummulative learning for the entire course. This level should be expressed as a percentage of increase. Subtract the Pre-test score from the Post-test score. What percentage of the Pre-test score is this result. A student achieving a score of 40% on the Pre-test and 80% on the Post-test will show a 40 point increase. This 40 point increase, when compared to the Pre-test score shows a 100% increase in knowledge. 40 is 100% of 40.

Second, the Post-test score will be compared with a benchmark score of 75%. A Post-test score of 75% combined with 80% completion of the indicators for each session attended and an overall 70% attendance rate will indicate Minimum overall competency. A score of 85% on the Post-test combined with 90% completion of indicators and 80% attendance will indicate High competency. Higher scores and attendance will indicate Superior competency.

SESSION 3

Job Attainment

Competency: The participant will construct a personal resume.

Indicator(s): Completion of personal resume and Resume Test

Activities	Resources
*Have Participants Sign in and pick up their Participant Manuals.	Sign in sheets Participant Manuals
ACTIVITY 1 Bring to class an advertisement for a concert, a book, a movie, or a sale etc. Get participants to respond to it. What does the advertisement say? What doesn't it say? Are participants excited enough to do what the ad wants them to do?	
ACTIVITY 2 Use the prior discussion to lead into todays session on resumes.	
A resume is an employment advertisement!	
Ask participants what they would do if they had an offer today to come and interview for a terrific job...BUT...were required to bring a resume to the interview?	
Stress to participants that ALL PEOPLE need a resume...ALL PEOPLE!	
ACTIVITY 3 Review with participants the following information:	
What is a Resume	Participant Man. pg. 29
General Resume Instructions	" pg. 31
Power Verbs	" pg. 32
Blank Resume Instructions	" pg. 33
Now, have participants follow you...and begin writing their own resumes...as you complete a sample resume item by item.	Fill-in-the-blank resumes pg. 36
Challenge participants to have their resume professionally typed after they complete this course.	
Collect Participant Manuals and look over each participants resume to be sure it is satisfactorily completed and meets the expectations of this competency session.	

DRAFT RESUME

____
Name

____
Address

____

(______)___________________________
Area Code Phone Number

CAREER OBJECTIVE: ____________________________________

____

EDUCATION: ______________, ____________, ____________
School City State

Will graduate in __________ __________
month year

SUBJECTS STUDIED IN HIGH SCHOOL: ____________________________________

____

SKILLS OR ACCOMPLISHMENTS ____________________________________

____

____

____

____

____

____

WORK EXPERIENCE: __________ to __________ ______________
month/year month/year Employer/Company

______________ ______________
City State

Job Title: ____________________________

Duties: ______________________________

__________ to __________ ____________________
month/year month/year Employer/Company

____________________ _______________
City State

Job Title: ____________________________

Duties: ______________________________

____

REFERENCES: ____________________ ____________________
Name Occupation

____

____
Address

(________) ________________
Area Code Phone Number

____________________ ____________________
Name Occupation

____

____

(________) ________________
Area Code Phone Number

____________________ ____________________
Name Occupation

____

____
Address

(________) ________________
Area Code Phone Number

OR

REFERENCES: Will Be Furnished Upon Request

SESSION 4

Job Attainment

Competency: The participant will be familiar with the various job sources and will evidence a firm understanding of the hidden job market and the techniques for penetrating the hidden job market.

Indicator(s): Job Search Test

Activities	Resources
*Have Participants Sign in and pick up their Participant Manuals.	Sign in sheets Participant Manuals
ACTIVITY 1 Administer and collect the Resume Test.	Resume Test
ACTIVITY 2 Ask participants what they would do today if they were high school graduates looking for a job. How would they find out about available jobs? Then, what would they do to get a job?	
ACTIVITY 3 Explain to participants the difference between the visible job market and the hidden job market...Really stress the frustration that job seekers face when they search for jobs in the visible job market...Ask participants if they have friends who have looked and looked for a job but found none?...Do the participants feel they will be any more successful in their search for a job than the millions of Americans now unemployed.	
ACTIVITY 4 Review with participants the 4 steps for getting a job in today's labor market. Stress to participants that 50% of all job seekers who use this method find work. Only 10% of job seekers who use "visible" job leads find work.	Participant Manual pages 45 and 46
Collect Participant Manuals	
Grade the Resume Test	

RESUME TEST

DATE:____________________ NAME:____________________

1. T A good resume should be well-organized, accurate, and pleasing to look at.

2. F When you get your resume typed, you should photocopy it and send photocopies to potential employers.

3. F A good resume is a brief handwritten autobiography of your work and relevant personal history.

4. F Once you write your resume, you will never have to write one again but can use it all your life.

5. F Only "professionals" and "executives" need to use resumes.

6. T It is a good practice to use power verbs when writing a resume.

7. F It is very important to stress your salary demands on your resume.

8. F The most popular resume used today by applicants is the Achievement resume.

9. T Including your hobbies and interests on your resume is optional

10. T You should always state your job or career objective when writing your resume.

11. F All of the following should be included on a resume:

    a. Career Objective
    b. Salary Demands
    c. Education
    d. Work Experience

12. T References are optional, depending on the length of the resume.

13. F You should always include your height and weight on a resume.

14. T Your career objective should always begin on the left margin and only be one or two sentences long.

15. F The most popular of all resumes lists all of your past employers in reverse order. This is called the chronological resume.

16. F Your resume should always include your name, address, phone number, and any handicaps you may have.

17. F A good resume should be more than one page in order to provide the employer with complete information about the job applicant.

18. _T___ You should avoid stringing out 5-6 temporary jobs. Instead you should combine them into one brief statement or omit them altogether.

19. _T___ The achievement resume is usually used by persons with extensive work experience.

20. _F___ You should always comment about your family, spouse or children.

*_F___ A job seeker puts everything he or she possibly can onto a resume.

*_T___ The purpose of a resume is to present your qualifications in a positive way that makes the employer want to interview you.

SESSION 5

Competency: The participant will write an appropriate letter of application for a job.

Indicator(s): Letter of Application

Activities	Resources
*Have Participants Sign in and pick up their Participant Manuals.	Sign in sheets Participant Manuals
ACTIVITY 1 Administer and collect the Job Search Test.	Job Search Test
ACTIVITY 2 Ask participants WHEN? and HOW? they feel they should send their resume to potential employers.	
Next, review this information with the participants(it would probably be wise to have a volunteer read this information out loud)	Participant Manual pages 47 and 48
ACTIVITY 3 Review the information, Writing Your Own Letter of Application. As you review this information, actually write a sample letter of application yourself using a medium which permits the whole class to observe your work(ex. flip chart or overhead transparency)	
ACTIVITY 4 Have students spend the rest of the session writing their own letter of application. Move around the room answering questions and making suggestions as you check each participant's progress.	NOTE:The end result of this exercise should be a neat and properly written letter of application
Collect Participant Manuals	
Grade the Job Search Test and check each participant's letter of application for satisfactory completion	

____
NAME

JOB SOURCES TEST

TRUE AND FALSE (3 POINTS EACH)

_T_ 1. The phone book is a valuable resource for job leads.
_F_ 2. The number one source which lists job openings is the newspaper.
_T_ 3. Visible job leads create lots of competition because so many job seekers know about them.
_F_ 4. All employers advertise their job openings in the newspaper.
_T_ 5. Only 10% of all available job leads are advertised publicly.
_T_ 6. Many employers can create new positions if they find you have the skills they need.
_F_ 7. The steps for getting a job today are the same as they were 10 years ago.
_T_ 8. There are really many available jobs in our society just waiting to be filled.
_F_ 9. Visible job leads have proven to be the best job source.
_T_ 10. You will miss at least 90% of all job openings by relying on the newspaper.

MULTIPLE CHOICE - Choose the best answer (4 points each)

_A_ 1. You can get leads or possible job openings from all the following except:
A. Reader's Guide to Periodical Literature
B. Yellow Pages
C. Friends and Relatives
D. Chamber of Commerce

_D_ 2. One advantage of the visible job market is:
A. There are actually more job openings
B. Few people apply for these jobs
C. Most job vacancies are filled this way
D. None of the above

_B_ 3. The percentage of job seekers who apply directly to the employer with success is:
A. 67%
B. 50%
C. 25%
D. 15%

_C_ 4. When looking for a job as a secretary in the newspaper want-ads you should:
A. look under s for secretary
B. look under c for clerical
C. read the entire help wanted section
D. none of the above

B 5. Before making direct contact with any employer you should:
A. call your friends for help
B. make a list of all potential employers first
C. send resumes through mass mailing
D. call all companies at random

D 6. The active job seeker relying on the visible job market as a source of potential jobs:
A. is more likely to be hired
B. will learn about higher paying jobs
C. has little competition
D. none of the above

C 7. The most effective method of finding hidden jobs is to:
A. read newspaper want ads
B. ask your friends
C. apply directly to employers
D. none of the above

D 8. One of the advantages of making direct contact with potential employers is:
A. you will encounter minimum competition from other job seekers
B. you will find out about jobs hidden from most job seekers
C. it often leads to an immediate interview
D. all of the above

Briefly describe 3 disadvantages of visible job leads(18 points)

List the 4 steps to follow to get a job in the hidden job market (20 points)

LETTER OF APPLICATION

Name of person
getting letter: 5points Your Address 5
His/Her Title: 5 5
Company's Name: 5 Date 5
Company's Addr: 5
5

Dear : 5Points

1. State why you are writing and where you learned of the job opening? 10points

2. Describe your qualifications; education, skills, and experience! 15points

3. Ask for an interview; tell employer when, where, and how to reach you; state when you would be available to start work. 20points

Sincerely,

10points

SESSION 6

Job Attainment

Competency: The participant will properly complete an application form.

Indicator(s): Test Application

Activities	Resources
*Have Participants Sign in and pick up their Participant Manuals	Sign in sheets Participant Manuals
ACTIVITY 1 Review with participants the steps to a job that they have learned thusfar in this course. Introduce the job application as the subject of today's session. Ask participants why they think employers require job applicants to fill out applications.What really is the purpose behind the application from the employers point of view?(note:employers use the application to disqualify the majority of applicants)	
ACTIVITY 2 Have participants neatly fill out the blank application on page 66/67 in the Participant Manual. When everyone is finished, review the information, What is a Job Application?	Participant Manual pages 54 and 55
Next, review Vocabulary and Abbreviations Spend time on these words and terms. Quiz participants about them.	pages 56.....59
ACTIVITY 3 Now, discuss the participant's Equal Employment Opportunity rights. Next, read some of the illegal application questions and see if participants really understand why the question is illegal- how answering it could hurt the job seeker and cause him or her to be discriminated against and denied a job they might be the most qualified for.	page 60 pages 61.....63

ACTIVITY 4 Now, in the full view of all participants, complete a job application as you review General Instructions for Completing Job Application Forms. Go step by step. As you go, have participants correct the application they did at the beginning of the session by entering the proper information on a new, blank app.

REMIND PARTICIPANTS that the job application must be.............PERFECT!!!!

Collect Participant Manuals

Grade the corrected applications

Participant Manual
pages 64 and 65

Blank Apps
pages 68.....71

NEATNESS 2 INK 2 PRINTING 2

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE 1 SOCIAL SECURITY NUMBER 1

NAME 1 (LAST) 1 (FIRST) 1 (MIDDLE)

PRESENT ADDRESS 1 (STREET) 1 (CITY) 1 (STATE) zip

PERMANENT ADDRESS 1 (STREET) 1 (CITY) 1 (STATE) zip

PHONE NO. 1

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT 1 REFERRED BY 1

LAST 1

FIRST 1

MIDDLE 1

EMPLOYMENT DESIRED

POSITION 1 DATE YOU CAN START 1 SALARY DESIRED 1

ARE YOU EMPLOYED NOW? 1 IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER 1

EVER APPLIED TO THIS COMPANY BEFORE? 1 WHERE 1 WHEN 1

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL	1	1	1	1
HIGH SCHOOL	1	1	1	1
COLLEGE	1	1	1	1
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL	1	1	1	1

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK 1

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? 1 READ 1 WRITE 1

ACTIVITIES: CIVIC, ATHLETIC, ETC. 1
(EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, SEX, MARITAL STATUS, AGE, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.)

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVIN
FROM 1 TO 1	1	1	1	1
FROM 1 TO 1	1	1	1	1
FROM 1 TO 1	1	1	1	1
FROM 1 TO 1	1	1	1	1

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTE
1	1	1	1	1
2	1	1	1	1
3	1	1	1	1

PHYSICAL RECORD:

(IT IS UNDERSTOOD THAT ONLY JOB-RELATED DEFECTS MAY BE USED TO DENY EMPLOYMENT TO AN APPLICANT.)

LIST ANY PHYSICAL DEFECTS 1

WERE YOU EVER INJURED? 1 GIVE DETAILS 1

HAVE YOU ANY DEFECTS IN HEARING? 1 IN VISION? 1 IN SPEECH? 1

IN CASE OF EMERGENCY NOTIFY 1 (NAME) 1 (ADDRESS) 1 (PHONE NO.)

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY T WITHOUT ANY PREVIOUS NOTICE.

DATE 1 SIGNATURE 2

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. (EMPLOYMENT MANAGER) 2. (DEPT. HEAD) 3. (GENERAL MANAGER)

PHONE ETIQUETTE

Calling prior to applying in person can be advantageous for several reasons.

1) You can make phone calls to save time in gathering information.

2) You can make initial contact with the interviewer.

3) You can save transportation costs.

STEP I: Ask for a specific person in personnel or the person responsible for hiring.

STEP II: Identify yourself, first and last name, and the reason you are calling.

1) To ask for more information concerning the job opening and/or

2) To state an interest in the job.

The interviewer might request that you send a resume or state that there are no openings. At that point, ask if you can check back later and close by thanking the interviewer.

STEP III: Inform the interviewer of your qualifications - sell yourself!

STEP IV: Ask the employer for an interview.

STEP V: Restate the interview date and time and write them down.

STEP VI: Ask the interviewer for specific directions to his/her office. Write them down and don't lose the directions.

STEP VII: Thank the interviewer and close with "I'm looking forward to meeting you".

INTERVIEW DRILL

SESSION 3 & 4

Competency: The participant will learn about interviewing techniques and proper etiquette. He/she will be able to recognize the key elements involved in the interview process.

Indicator(s): Completing the Comparison and Interview Rating Forms, going on an actual interview, writing a general follow-up letter and a rejection follow-up letter, and finally employment!

	Activities	Recommended Resources
CTIVITY 1	Review Module II Session 2, of the Pre-Employment Skills Training Program on page 17 of the Participant Manual.	
ACTIVITY 2	Use the filmstrip series intitled "Job Interview Skills"	Fs "Job Interview Skills" (ED1343) is a four-part color-sound film-strip program designed to teach the student the practical skills needed to obtain an interview, the skills needed to prepare for the interview and the behavioral and verbal skills needed on an interview. The program also presents the reasons for using these skills and attempts to provide the motivation for the student to practice and improve his or her skills for job interviews.
ACTIVITY 3	At this time, have the participants complete the job application form on page 28 which will be used in conjunction with the mock interview.	
CTIVITY 4	The participants will participate in a mock interview with the instructor at this time. Have the participants complete the Interview Rating Form and the Comparison Form after the interview. A class discussion will follow.	
CTIVITY 5	The participants will participate in mock interviewing sessions at this time. Divide them into two groups, select one participant to act as the interviewer, and one as the interviewee in each group (video tape at least one interview if possible). Let the other group members critique the interview by completing the Comparison Form and the Interview Rating Form. If a video is used, replay the tape stopping at various points to allow for class discussion and for the completion of their respective forms. A class discussion will follow each interview.	

Activities	Recommended Resource
ACTIVITY 6: At this time, discuss with the participants the importance of the follow-up letter on page 38 of the Participants' Manual. Afterwards have them write their own follow-up letter which will be read aloud to the class. Remind the participants that this letter will be sent to their actual interviewer.	
ACTIVITY 7: The participants will now write a rejection follow-up letter. This letter will also be read to the class and sent to their actual interviewer.	

Display 69.

How to Administer the Unit

Purpose

Starting a new job or career, whether it is with a different company or the result of a promotion or transfer, requires careful planning. This unit was developed to introduce students to the procedure involved in changing jobs.

Major Concepts to Be Developed

Since the following primary concepts go beyond a statement of the unit objectives to form a conceptual framework for the unit, you may wish to discuss and develop them with the class.

- *Promotions are earned only after hard work.* A worker must plan for the promotion and do what s(he) can to make it happen.
- *The procedure a worker follows to change jobs can affect his/her chances of obtaining further employment.* A worker who improperly resigns from a job is hurting himself/herself as well as the employer. Walking out of a job, losing one's temper, and being inconsiderate are several ways a worker can damage his/her future employment.
- *There are advantages and disadvantages to changing jobs.* Careful thought should be given to the change. The advantages and disadvantages of a new job and/or career should be carefully weighed.

List of Student Objectives

The following list of student objectives (descriptions of intended learning outcomes of the unit) also appears in the front of the student booklet. It is included there to let the student know exactly what s(he) is expected to be able to do after completing the unit. It can also be used as a table of contents for the booklet and as a checklist for keeping track of the student's progress as s(he) works through the booklet.

This list gives the objectives in a short form for convenient reference. There are two kinds of objectives: a performance objective and several knowledge objectives. Further explanation of the objectives, including standards of performance, can be found in this guide under *Unit Test Answer Key* (for the knowledge objectives) and *Performance Test Answer Key* (for the performance objective).

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1. List five qualities your employer looks for when thinking about promoting you.
2. List the four steps in a promotion plan.
3. Name four good reasons for resigning from a job.
4. List five rules (do's and don'ts) for resigning.
5. **Do it!** Write a letter of resignation.
6. List four disadvantages to think about before changing careers.
7. List the four steps to take if you lose your job.

The performance objective is marked **Do it!**

Content Outline

I. **Working for a Promotion**
  A. Qualities an employer considers in promoting workers
    1. training
    2. experience
    3. ability to get along with others
    4. leadership ability
    5. work habits
    6. quality of work
    7. amount of work
    8. competition—how the employee compares to other qualified applicants
  B. Planning for promotion
    1. deciding on the job goal
    2. determining what the qualifications are for that job
    3. finding out whether one has the qualifications
    4. doing what is necessary to qualify for the job

II. **Resigning**
  A. Good reasons for resigning
    1. better offer elsewhere
    2. employee changes
    3. job changes
    4. dead-end job
  B. Rules for resigning
    1. Do try to solve the problem without resigning.
    2. Do give two weeks' notice.
    3. Do resign politely and in person.
    4. Do write a letter of resignation.
    5. Don't resign until another job is found.
    6. Don't tell co-workers that you are job hunting.
    7. Don't criticize the old job when applying for a new job.
  C. Writing a letter of resignation
    1: form
    2. content
      a. says employee is resigning
      b. says why employee is resigning
      c. says when employee is leaving
      d. says something good about having had the job
      e. thanks the employer for the job
    3. appearance

III. **Changing Jobs**
  A. Changing careers: disadvantages
    1. extra training
    2. less pay
    3. moving
    4. loss of investment
  B. Losing a job
    1. find out why
    2. investigate the benefits
    3. consider job options
    4. begin a new job search

Competency-Based Structure of the Unit

Competency-based instruction is designed to bring each student to a preset standard of performance on a well-defined task, or competency. The task to be performed is described in an *objective*, which also states the conditions under which the task will be performed and the standard of performance that must be achieved.

Let's look at an example. Suppose you're teaching a ten-hour course in bike riding. At the end of the course, Emily can ride with no hands on the handlebars and do figure eights. John can just do straight riding, while Amy still hasn't got the hang of riding on two wheels. You might decide to give Emily an *A*, John a *B* or *C*, and Amy an *F*.

In a competency-based course you decide *before the course begins* what skills the student must master to pass the course. These are translated into objectives, which are communicated to the student. For instance, an objective might be: "Ride a bicycle for 200 yards on a level paved road without stopping." Emily may be able to do this after one hour. John will be able to do it before the tenth hour. But Amy will need extra help—perhaps a different type of instruction or extra hours of coaching.

At the end of the course, if the extra instruction succeeds with Amy, all three students can ride a bike and all receive a "pass" for that objective. The goal of competency-based instruction is to have all students reach the preset standard of competence. This goal is met by adjusting the amount of time and instruction to the individual, rather than keeping the time and instruction constant and comparing one student's performance after the instruction to another's by using an *ABCDF* scale.

This story illustrates some of the features of competency-based instruction:

1. Objectives are stated in terms of observable, measurable activities.
2. Students, as well as instructors, have a list of the objectives. If the student is expected to do something, s(he) must be told what it is.
3. The instruction and tests are matched to the objectives.
4. A student's performance is evaluated in comparison to the test standard, not to the performances of other students. If the performance meets that standard, the student passes the objective. If not, the student does not pass the objective and should be given additional instruction until s(he) can.

The structure of *Job Changes* fits well into competency-based instruction. This unit, like all others in the Employability Skills Series, contains:

- *objectives* describing intended learning outcomes
- *instruction* on each objective designed to help students attain competence
- *tests* to measure each student's competence on each objective by comparing his/her performance to a test standard rather than to other students' performances.

The emphasis is on encouraging each student to continue working on each objective until s(he) masters the competency.

In the Employability Skills Series, two types of objectives have been designed: *knowledge objectives*, which tell the student the *information* s(he) should know by the time s(he) completes the instruction (e.g., list the four steps in a promotion plan); and *performance objectives*, which tell the student what *skills* s(he) must have before finishing the unit (e.g., write a letter of resignation).

A student's competence in the *knowledge objectives* is measured by a written unit test, or posttest, which s(he) takes after completing the booklet. Check the student's unit test against the answer key to see whether all questions covering the knowledge objectives were answered correctly. A student who does not make a passing score on the posttest should be told which objectives s(he) still needs to work on, and s(he) should receive additional instruction until s(he) can pass the posttest. In this way, you ensure that each student achieves competence on the knowledge objectives. Some students may succeed on the first attempt; others may need a second or third try.

A *performance objective,* marked with an arrow, requires the student to demonstrate his/her ability to perform a task. There is a performance test covering the performance objective within the student booklet. The performance test includes directions for carrying out the performance test and a performance checklist by which the student's performance will be assessed.

After the student completes the performance test, s(he) shows it to you and you check it against each item on the checklist. Point out any deficiencies in the student's performance and encourage the student to correct them. The *Instructor Record Sheet* on page 35 is included to help you keep track of whether each student has passed the performance objective.

Procedures

The student booklet is self-contained, self-instructional, and designed for flexibility so that it can be used in a variety of ways. The basic procedures described below for using the unit were effective during field testing. Working at their own pace, without additional activities, field-test students took four to six hours to complete the booklet. However, the unit can be supplemented, expanded, or shortened to suit you and your classroom.

As the instructor, you should:

1. *Look over the student booklet.* Decide whether to use the unit as it is, to shorten it by eliminating some objectives, or to expand it by including additional activities and resources. Note: If any objectives are omitted from the instruction, the test items corresponding to those objectives should be deleted from the unit test.

2. *Administer the pretest.* This is optional; the unit will be effective without it. However, pretest results may be useful for (1) obtaining information on how much the class already knows about the knowledge objectives or (2) selecting objectives for individual students, if desired. This test covers only the knowledge objectives. The pretest (*Unit Test: Form A*) is on page 27 of this guide; the answer key is on page 25. Record the results (pass or fail) on the *Instructor Record Sheet* under "Pretest."

3. *Distribute and introduce the booklet to students.* Conduct a brief discussion of the importance of following the procedure to change jobs, and relate the topic to your course. This may be a good time for a filmstrip or movie on the subject (see *Resources*), or for having

students who have changed jobs describe their experiences. Then introduce the booklet itself. Have students read the objectives on page 7 of the booklet. Explain:

- that the objectives describe what they will be learning to do
- how the knowledge objectives differ from the performance objective in terms of content and testing procedures
- the relationship between the objectives, self-tests, performance test, and the unit test, and the differences between the kinds of tests
- the procedure you will use for checking their work. (See *Classroom Management.*)

4. *Have students work through the booklet.* The booklet is self-contained and self-instructional; it is designed to teach the knowledge and skills tested in the unit test and the performance test. While students go through the booklet, you will be:

   - *answering questions*
   - *managing the instruction* (seeing that students are working on the correct objective and have the necessary materials; checking the performance checklist to be sure the student has correctly performed the task, etc.)
   - *providing enrichment activities and resources.* Filmstrips, field trips, and other activities such as those suggested in the section, *How to Enrich the Unit,* increase motivation and make the unit more interesting to students. For students at the higher grade levels, it is particularly important to supplement the unit with more challenging activities to maintain their interest.

5. *Review the unit.* If students are taking the posttest (*Unit Test: Form B*) on an individual basis, they should be encouraged to review the unit on their own by making sure they can do the knowledge objectives before taking the posttest. For this purpose, the student booklet contains a unit review page. If the whole class will be taking the posttest at the same time, it is helpful to review the objectives as a class.

6. *Evaluate and record each student's progress.*

   Self-Tests. You do not need to check the self-tests on the knowledge objectives in the student booklet. These tests are part of the instruction, a way for the student to test himself/herself on questions similar to those which s(he) will have to answer on the unit test upon completion of the unit. It is the unit test that evaluates the student's competence on the knowledge objectives; the self-test is simply part of the instruction.

   Performance Test. Student responses to the performance test contained in the booklet should be shown to you for your approval. If the student passes the objective (i.e., the student's work meets *all* of the criteria in the checklist), put a *1* under that objective on the *Instructor Record Sheet.* If the student's work does not meet all the criteria, a *0* should be entered under that objective, and the student should receive additional instruction until s(he) can pass the objective.

   You may wish to change or add criteria to the checklist. If so, inform the students of the changes and see that adequate instruction is provided to enable students to meet the new criteria. Once the student has been checked off on the performance objective, s(he) does *not* have to do it again after completing the unit.

Unit Test. A student's competence on the knowledge objectives is measured by a written unit test, or posttest, which s(he) takes after completing the unit. Two forms of the unit test are given in this guide. There are slight differences in the two forms, but they cover the same objectives and have the same correct answers, which are given in the *Unit Test Answer Key.* Form A can be used as a pretest and Form B as a posttest. If any objectives have been omitted from the instruction, the corresponding questions should be omitted from the unit test.

Check the student's unit test against the answer key. If the student did not answer each question correctly, you should point out which knowledge objectives need further work, and direct the student to additional study on those objectives. This may consist of reviewing the appropriate section of the unit, using alternative resources, receiving individual tutoring, or working with other students in a small-group problem session. The emphasis should not be on the student's failure, but on encouraging the student to continue working on an objective until the competency is mastered. If a large group of students has difficulty with a particular objective, you may wish to review that section of the unit with the class. Before administering the unit test, decide what the passing score should be. In field testing, the passing score on the unit test was set at 80 percent. For this particular unit, students had to answer five questions out of six correctly to receive a passing score of at least 80 percent.

Record the results of the posttest on the *Instructor Record Sheet,* under "Posttest, 1st Try." These results should be recorded on a pass-fail basis for the test, such as using a *1* for a student who makes the passing score and a *0* for a student who does not. A student who does not pass should receive additional instruction on the objectives missed until s(he) can pass the posttest. Form A may be used for a second try on the posttest. All students should eventually achieve a passing score on the posttest, and have a *1* entered under "Posttest" on the *Instructor Record Sheet* before leaving the unit.

Summary of Requirements for Completing the Unit

The student has completed the unit when s(he) has:

1. made a passing score on the posttest (unit test)

AND

2. passed the performance test.

How to Enrich the Unit

The discussion questions, activities, and resources included on these pages can be used to introduce the unit or individual objectives, supplement instruction, or provide topics for further exploration for advanced students.

Discussion Questions

1. Do you think it is all right to change jobs often? Why? Why not?
2. What does success in a career mean to you? Money, fame, service to others, a job that leaves you time and energy for other interests? Discuss how success means different things to different people.
3. Which of the qualities that are needed for a promotion do you need to improve on? What can you do now to improve these qualities? How do you know which qualities need the most improvement?
4. Why is it not a good idea to criticize your former employer to a new employer?
5. If you are planning to resign, why is it not a good idea to tell any of your co-workers?
6. Make a list of good reasons and a list of bad reasons for changing jobs.
7. Why is it important to be in good standing on your old job before making a change to a new job?
8. Do you know some people who have changed their careers? Why did they do it? Are they sorry or glad that they changed?
9. Promotion brings higher pay, but it may also mean increased responsibility, longer hours, and greater pressure and worry. Is promotion always desirable?

Additional Activities

Objective(s)	Activity	Time
1. Qualities considered for a promotion	Identify and improve deficient areas.	outside class
	Interview employers.	one class period
2. Plans for promotion 4. Rules for resigning	Role-play job changes.	one class period
3. Reasons for resigning 7. Losing a job	Give a report.	research time, plus class time for oral reports
6. Changing careers	Discuss career changes.	one class period
All objectives	Interview people who have changed their jobs.	one class period
	Write own success story.	one class period
	Research a successful person.	research time, plus class time for oral reports

Materials	Procedure
	Have each student identify and make a plan to improve his/her weak areas from qualities an employer considers for a promotion. The student can periodically review his/her progress with the instructor.
cassette recorder (optional)	Have students interview local employers to find out what qualities they consider when thinking about promoting employees.
props	Have the students role-play resigning and/or asking for a promotion. Have other students give their evaluation.
	Assign students research topics dealing with job changes (changing jobs in America, unemployment, etc.) and have them present this information to the class.
cassette recorder (optional)	Have a class debate/discussion about the pros and cons of changing careers.
cassette recorder (optional)	Have each student interview someone who has changed careers, lost a job, gotten a promotion, or changed jobs.
	Have each student write a success story about himself/herself, describing the kind of success s(he) would like to achieve, and how s(he) would go about achieving it. It could be in the form of a short autobiography.
library resources	Have each student select a person s(he) considers successful, and report to the class on the way that person achieved success and the student's reason for selecting that person.

Resources

This section describes a few of the many materials available for teaching employability skills. A more complete list of resources may be found in *A Guide to Employability Skills Materials* (1975), published by the Florida Department of Education and distributed by district vocational education and career education directors. However, neither of these publications can list all existing materials on the subject. Some excellent resources have undoubtedly been missed, and new ones are constantly becoming available. Inclusion of materials in this list is not to be considered an endorsement of a product, producer, or approach by the Career Education Center, Florida State University, or the Florida Department of Education.

The annotations are grouped by media, and include the name of the publisher or source, a brief description, and the price and date of publication whenever this information was available. The materials are suitable for senior high school students unless otherwise indicated. Materials marked with a • have been designated by the publisher as being suitable for students with lower reading level, learning disabilities, or low motivation. Spanish availability is marked with a □.

This listing provides information for buying or renting specific materials. It also includes a special section on free or inexpensive materials. However, you can probably borrow many employability skills materials. Check with your school media center, your guidance counselor, your cooperative program coordinator, and with other faculty members in vocational and academic departments. Occupational specialists or placement and follow-up offices may have materials or know where they can be found. District career education directors sometimes have collections of materials, and the district media center often stocks films and other resources. The Florida State Employment Service is another good source.

Human resources should not be overlooked. Governmental agencies, employment services, and personnel directors can often provide speakers as well as materials.

Free and Inexpensive Materials

Some materials are available at low cost from various agencies and businesses. Here's a short list to get you started.

A Guide to Employability Skills Materials (1975)
Career Education Center
Florida State University
415 N. Monroe Street
Tallahassee, FL 32306
Purchase price: $.75, 88 pp.

How To Get and Keep the Right Job
Carnation Company
Public Relations Department
Carnation Building
5045 Wiltshire Boulevard
Los Angeles, CA 90036
Purchase price: free.

Labor Market Trends
Basic Labor Market Information
Florida Employment Bulletin
Florida Employment and Unemployment
Florida Department of Commerce
Publications
Division of Research and Statistics
Tallahassee, FL 32304
Audience: Professional
Purchase price: free.

Mr. Employer, Information for You on the Florida Unemployment Compensation Law
Florida Department of Commerce
Division of Employment Security
Bureau of Unemployment Compensation
Room 109 Caldwell Building
Tallahassee, FL 32304
Purchase price: free, 16 pp.

Unemployment Insurance
State of Florida
Department of Commerce
Division of Employment Security
Bureau of Employment Compensation
Room 109 Caldwell Building
Tallahassee, FL 32304
Purchase price: free, 7 pp.

Why Young People Fail to Get and Hold a Job (1974)
New York Department of Labor
Public Information Office
2 World Trade Center, Room 7315
New York, NY 10047
Purchase price: free, 16 pp.

The Workmen's Compensation Law
Division of Labor
Bureau of Workmen's Compensation
State of Florida
Department of Commerce
1321 Executive Center Drive East
Room 201 Ashley Building
Tallahassee, FL 32301
Purchase price: free, 118 pp.

Contact your local Florida State Employment Service office for the following free pamphlets:

Completing Job Applications
Fact Sheet for Job Interviews
Getting Educational Credit
Job Finding Tips for the Handicapped
Job Finding Tips for Women
Job Finding Tips for Youth
Looking for a Job
Looks Aren't Everything But They Help
Preparing for Civil Service Tests
Preparing for Job Interviews
Preparing Resumes
Where to Look for Jobs

Cassettes

☐ **World of Work I: On the Job (1969)**
Educational Design, Incorporated
47 West 13th Street
New York, NY 10011
Grades 6-12
Purchase price: $229.50 (20 cassettes, 24 student booklets, 1 instructor's guide).

Each of these cassettes is a self-contained unit that can be used individually or with a group. Topics include *New on the Job, Dealing With Supervisors, Moving Up or Out*, and *The Rules of the Game*.

☐ **Lead the Field (1973)**
Nightingale—Conant Corporation
6677 North Lincoln Avenue
Chicago, IL 60645
Grades 10-12
Purchase price: $175 (12 cassettes, 30 student workbooks, 1 teacher's manual).

These cassettes emphasize attitudes and qualities needed for success in any job. The topics include: goal setting, self-discipline, recognizing opportunity, positive attitudes, and personal growth.

Films

Careers in the Office: Getting a Promotion (1971)
Encyclopedia Britannica Educational Corporation
425 North Michigan Avenue
Chicago, IL 60611
Grades 7-12
Purchase price: $185 (Rental price: $9).

This film shows how three young women who have worked for a year return to their high school as consultants during a career day program. Although the young women's advancements are in different fields, they illustrate the same qualifications, abilities, and willingness to tackle their jobs with enthusiasm.

Your Job: Getting Ahead (1968)
Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601
Grades 10-Adult
Purchase price: $218 (color, 15 min.);
$109 (B&W, 15 min.).

Experienced workers give tips on getting ahead. Questions about changing jobs and picking areas for advancement are answered frankly.

Get That Job: Changing Jobs (1974)
Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601
Grades 10-Adult
Purchase price: $200.

There's more to changing jobs than just giving two weeks' notice. In this film, Jan learns how to objectively evaluate her present job, how to find new job leads, and how to properly resign from her old job.

Filmstrip

Job Attitudes: A Job That Goes Someplace (1970)
Guidance Associates
757 Third Avenue
New York, NY 10017
Grades 9-Adult
Purchase price: $48 (2 cassettes, 2 filmstrips, 1 discussion guide).

This set includes a discussion of basic work values, common work problems such as hazing, moving up on the job, and a look at the life styles of four skilled blue-collar workers.

Kit

Career Directions: Staying With It and Getting Ahead (1974)
Changing Times Education
1729 H Street, Northwest
Washington, DC 20006
Grades 7-12
Purchase price: $76 (2 filmstrips, 2 records, 2 cassettes, 2 transparencies, 2 spirit masters, 30 student booklets, 1 teacher's booklet).

This kit helps students to orient themselves in the world of work, learn to succeed on the job, identify on-the-job problems, and learn ways to get ahead. It contains two parts: *Getting Along on the Job* and *Getting Ahead on the Job.*

Print

- **Turner Career Guidance Series (1974)**
  Follett Publishing Company
  1010 West Washington Boulevard
  Chicago, IL 60607
  Grades 10-12
  Purchase price: $7.20 (1 series of 6 workbooks); $1.20 (1 workbook).

  The 6 workbooks contain stories about the jobs of several young people. Each workbook deals with a major concern of occupational and career experience, such as changing a job and training for a job.

- **World of Work Kit (1969)**
  McGraw-Hill Book Company
  Webster Division
  1221 Avenue of the Americas
  New York, NY 10020
  Grades 7-Adult
  Purchase price: $111 (50 titles, 20 copies each).

  This collection of 50 illustrated fictional booklets is designed for junior and senior high school students, with particular emphasis on the urban, noncollege-bound student who may enter the job market at an early age. This kit is divided into 3 sections: *Getting the Job*, *Keeping the Job*, and *Advancing on the Job*. The booklets are written at a fifth-grade reading level.

- **How You Can Get a Better Job (1972)**
  American Technical Society
  848 East 58th Street
  Chicago, IL 60637
  Grades 10-12
  Purchase price: $4.

  This book contains guidance on human relations.

Display 70.

J O B S K I L L S

Youth Employment Competencies

1. Identify resources and procedures for seeking a job.

    A. Use help wanted ads as a source of job information.
    B. Identify the free services provided by the state employment agency in helping people find jobs and job training.
    C. Determine how private employment agencies operate to help people find jobs for a fee.
    D. Identify the procedures involved in applying directly for jobs at company personnel offices.

2. Complete a job application form.

    A. Identify the purpose of job application forms.
    B. Read and complete those parts of a job application form asking for personal facts.
    C. Read and complete those parts of a job application form asking for job interests and job skills.
    D. Read and complete that part of job application form asking for references.
    E. Read and complete those parts of a job application form asking for education and employment records.

3. Demonstrate ability to participate effectively in a job interview.

    A. Identify the purpose of job interviews.
    B. Identify the necessary steps in getting ready for a job interview.
    C. Differentiate between appropriate and inappropriate behavior during a job interview.

4. Identify proper work habits, attitude, and behavior.

    A. Identify the purpose of the probation period at the start of a new job.
    B. Identify appropriate behavior in learning the job and working with others.
    C. Distinguish between good and bad work habits.
    D. Identify the factors that make up a positive job attitude.
    E. Recognize acceptable ways of dealing with problems at work.

5. Describe standard benefits and payroll structures.

    A. Define basic terms about wages and salary, identify standard paycheck deductions, and do simple computations related to salary.
    B. Identify and describe common company benefits.
    C. Identify the purpose of workers' compensation and describe the benefits it provides.
    D. Identify the purpose of unemployment insurance and disability insurance and describe the benefits they provide.

6. Develop a personal career plan.

    A. Identify career goals and how to achieve these goals based on personal and labor market information, including a career plan.
    B. Assess personal aptitudes, abilities, interests, values, and needs.
    C. Determine an occupational preference and make a career choice based on assessment of needs.
    D. Recognize that career goals and planning is an on-going rather than a single life event.

7. Use labor market information to find jobs.

    A. Identify the requirements for various fields of work.
    B. Describe where and how to get labor market information.
    C. Use information sources and occupational and professional organizations to identify occupations and professions.
    D. Evaluate educational opportunities including college, vocational training, home-study programs, adult and life-long learning.

Display 71.

MAINE

Pre-employment Competency Areas And Specific Competencies

Competency Area: Career Decision-Making	Competency Area: Life/ Work Management	Competency Area: Job Getting	Competency Area: Work Maturity
Specific Competencies - Client is able to:	Specific Competencies - Client is able to:	Specific Competencies - Client is able to:	Specific Competencies - Client is able to:
Self-Assessment - Assess values, identify skills, describe obstacles to employment	Managing Personal Responsibility - Provide for basic needs, transportation and day care. Use consumer skills, manage money. Be aware of employers' expectations regarding substance abuse.	Job Seeking - Identify job opportunities	Dependability/Reliability - Maintain an acceptable attendance record, maintain punctuality, give notice of interruptions, demonstrate reliability, follow rules of the work place
Career Awareness - Identify career clusters, know specific jobs in clusters and job duties	Problem Solving/Coping - Identify a problem, get more information, analyze it, develop alternatives, select a course of action, persevere through obstacles	Resumes and applications - Complete an application and a resume	Communication Skills - Follow instructions, ask for clarification, use listening skills
Labor Market Information - Describe current local labor market, growth occupations, relate career choice to local labor market		Contact Skills - Contact employers by phone, letter, or in person	Personal Relations - Maintain positive attitudes toward others, accept supervision and criticism, cooperate with others and accept chain of command
Career Choice - Select an appropriate career goal, know how skills could be used in other jobs, plan for career goal and develop specific steps		Interviewing - Schedule, prepare for, complete, and evaluate an interview	Initiative/Productivity - Organize time effectively, be responsible, care about the quality of work
			Worker Rights - Understand use of tax forms, employee benefits, legal rights and responsibilities of the work place

Teaching Work Maturity

The National Alliance of Business has conducted extensive youth employment competencies technical assistance and training nationwide. One of the exercises used with employment and training practitioners is called the "Ideal Worker." In this exercise, the group is asked to name twenty traits that a young person leaving JTPA and entering a job should have. Usually, 75-85% of the answers fall into the work maturity category, underscoring the importance of such competencies. When asked how program participants are taught work maturity, the responses of such groups, which generally represent a large number of SDAs, range from vague to silent. It almost seems as if people are surprised by the notion that, just like interviewing, reading, and typing, good work habits are best learned in an environment in which both the "teacher" and the enrollee are aware that learning is occurring.

Work maturity components could be much more effective if job site supervisors (functioning as teachers and role models), participants, and program staff all worked together knowingly in a planned intervention strategy which had clearly formulated goals, procedures, and duties. Results would constitute more than the by-products of "assumptive osmosis," under which youth are simply put into a work setting with the belief that they will learn through the mere presence of real world employers and employees. Measurement and demonstration of outcomes would certainly have a more solid foundation. Many pay lip service by saying they understand the work maturity competencies acquisition process, yet few do. Much effort needs to be extended in this facet of competency-based learning, and the "honeymoon period" is running out.

In establishing activities and approaches to teach work maturity competencies in a comparable and consistent fashion, several foundational building blocks should be set up:

- **preparation** of youth for onsite work maturity components — including modular sessions on roles, responsibilities, expectations, and relationships, and written conduct code, counselor/enrollee contract (copy to site), and participant handbook;
- **orientation** of employers, site supervisors/employees, and other involved volunteers from the community to be "teachers"/positive role models and actively intervene to correct negative/inappropriate actions in a planned, well thought out fashion — entailing informational, instructional, and procedural sessions, interactive discussions, role playing and simulated situations, tie-ins to awards banquets, and written program/worksite agreement (copy to participant) and worksite supervisor/co-worker manual; and,

- **development of staff, instructors,** counselors to be "teachers"/positive role models and actively intervene to solve problems and remedy improper actions in a clear, focused manner — encompassing an in-service course on effectively functioning as a helper to youth in work maturity situations, and a written program guidebook.

Linking all of these pieces together should be an overall work maturity **"learning pact"** for each enrollee which clearly specifies the mutual obligations and benefits of youth, program sites, and the project, and is signed by all three parties.

Quality supervision is often considered the most important factor in the progress of youth toward work maturity. Such supervision may be described as direct, close, and attentive. Young people are treated as individuals, with respect needing to be earned; they are not coddled or overprotected. Adult supervisors — skilled in the tasks at hand — lay down the rules and invoke a sense of decorum and discipline. They hold youth to fair standards that are clearly expressed, understandable, and firmly — yet sensitively — applied, and provide youth with constant feedback about their performance. Young people seem to respond well to real work that is useful, productive, and has ever increasing responsibilities. Fostering the "art of supervision" — getting the job done with youth just starting — should be the primary focal point in a work maturity undertaking. Through good supervision, young people may be able to acquire those amorphous, often intangible — yet pivotal — characteristics: self confidence, motivation, and enthusiasm.

The accepted wisdom holds that onsite supervisor-to-enrollee ratios should not be greater than 1:3, and recommends a "work crew" concept ratio of no more than 1:6. Opinions to the contrary are not hard to find, however. Grouping participants is pretty much controlled by "whatever works" locally. The question of **length and intensity of participation** is serious. The minimum duration for demonstration was discussed under measurement. How long and how often young people are involved in learning work maturity is dictated by the "down and dirty" concept. Work maturity may just be teaching young people to "play the game." They don't have to "buy it," but they do have to understand it, feel it, and do it. The length and intensity should be decided by that period of time and frequency of intervention that it takes to get dirty hands which won't become instantly clean at the merest touch of rainwater. A strong cleanser should still be able to provide freedom of choice, however. In addition to the general approach, time and timing will also depend on how dysfunctional an individual's work habits, attitudes, and behavior patterns are.

All too often, the little things tend to get either overlooked or assumed on the basis of familiarity. To avoid this, those establishing competency-based work maturity activities and components should concentrate on some basic mechanics related to the efficient utilization of program sites. These include the site matching/assignment process, the maintenance of a site bank containing an inventory, description, and analysis of each site's strengths and weaknesses, and the provision of the type and amount of project support required at each site.

In work maturity, young people must learn to accomodate their actions to the requirements of the workplace. They first need to understand the positive work habits, attitudes, and behavior patterns that are expected, their importance in the labor market, and the extent to which they must be demonstrated in order to keep a job. This is the cognitive aspect of work maturity competencies acquisition. Participants must then have the opportunity to develop, practice, improve upon, and exhibit these capabilities through actual performance. This is the affective part of teaching work maturity competencies.

Cognitive learning can take place in workshops, classroom activites, world of work awareness modules, counseling, or structured exercises entailing task completion, problem solving, etc. Affective growth is best fostered through hands on, experiential involvement in an actual work setting, and could occur through youth tryout employment, on-the-job training, internship, work experience, vocational exploration, cooperative/distributive education, etc. The most effective approach for teaching work maturity competencies would involve both cognitive and affective learning activities and components, i.e., a combination of classroom for the "knowing" and onsite for the "showing." Depending on participant characteristics, these components could be run consecutively or concurrently.

The classroom portion of the work maturity learning experience should be designed to simulate a worksite wherever possible. The simulation of the work environment would resemble job conditions, expectations, rules, and discipline, with the trainees treated as employees. Supervision would be conducted with formality. Appropriate regulations, such as safety procedures, would be enforced. "Time clocks" (or their equivalent) would be punched. To make the classroom seem more like work, young people would be "hired," not enrolled. Participants would be called "employees" and would occupy "work stations" instead of training areas. Instructors would be "supervisors," and any separation for negative reasons would mean that the young person was "fired," not terminated. While no classroom can either substitute for or exactly reproduce the reality of the workplace, demonstration in a close approximation is a fair indicator of how well the enrollees can be expected to perform in a job setting. It will also point out problem areas which need some remediation. Displays 72 and 73 offer some helpful hints for teaching work maturity in a classroom setting. (See Displays 72 and 73.)

There are a great number of commercially available packages designed to teach the cognitive aspects of work maturity. Many formats also exist in the public domain. Displays 74 and 75 are from the Taking Charge series published by the Dayton/Montgomery County (Ohio) Boards of Education. They are contained in the "Succeeding in the Labor Market" booklet and cover, respectively, personal appearance and attendance/punctuality. The selection in Display 76 is from the Maine Model and deals with learning dependability/reliability. Display 77 presents an excellent approach to the cognitive part of teaching work maturity. It is from the "Good Work!" booklet of the Employability Skills Series put out by Florida's State Department of Education. (See Displays 74—77.)

Young people often have to unlearn poor work habits, attitudes, and behavior patterns before they can learn positive ones. In some instances, the competencies to be taught may be in conflict with cultural values. Where such situations exist, youth must be helped to distinguish between environments, e.g., "street survival" and workplace, and to develop appropriate responses for the latter. It is often said that learning vocational skills is easier for some people than the acquisition of work maturity competencies.

No courses or commercial packages were discovered which could in any fashion be said to teach affective job keeping. Essentially, **behavior modification** is the approach used onsite to meet client needs where deficiencies are assessed in work maturity. The key to a behavior modification scheme is the careful control and utilization of a system of rewards. Actions like permissiveness and loose recording of tardiness and absences may be perceived as kind by those who really want to do good, but such stimuli often lead to unanticipated and unwanted responses. A strong, strict, fair, compassionate, and informed supervisory strategy is regarded as the most effective way to reach difficult youth on-site.

Work maturity standards and expectations should be clearly stated. Criteria should be precise and explicit. Failure to comply ought to be dealt with promptly and impartially. On occasion, young people may have to be dismissed or "fired" from the program. Keeping a youth on board who doesn't want the program's help at present does that person no good, and can in fact reinforce negative performance by others. Positive feedback should be a program constant. Participants should be told that they are doing well as often as they are reprimanded, or even more so.

Display 72.

What does it look like?

Janie misses her bus transfer on the way to school. While she waits for the next bus, she calls the school attendance office. By the time she gets to class, her teacher has been notified by the main office, thereby avoiding the need for discipline and providing an opportunity for the teacher to reward Janie for demonstrating behavior that is respected in a job situation.

After receiving a science assignment to watch "Goodbye Gutenberg" on TV at 8 p.m. on Tuesday, Ronnie tells his teacher during the break that he will not be able to watch the show because of previous family plans that night. He asks for a substitute assignment and says he will finish it during his independent study period on Thursday.

Work requirements

- Arrive at a designated time.
- Miss work no more than a specified number of vacation and sick days.
- Complete tasks according to schedule.
- Be accountable for own actions.
- Respect the needs of a supervisor.
- Respect the needs of co-workers.
- Maintain confidential information and refrain from "gossiping."
- Cooperate as a member of a team.

...And how to teach them

- Reward punctuality.
- Enforce attendance policy.
- Evaluate specified requirements in each grading period or time slot.
- Be clear about consequences of unacceptable behavior.
- Make adult expectations clear and firm.
- Model respect for fellow students of different races, cultures and ability levels.
- Show negative effects of "name calling" and model supportive behavior.
- Teach specific listening, team building and decision-making skills.

What can a teacher do?

1. Set up a simple "government" system that rewards participation by each student. Because many youth are not active in school government, the smaller classroom environment makes participation and personal contributions more visible, and therefore more teachable and rewardable.

2. A school can set up a "public information center" or a "rumor control center" that monitors and spreads useful information, particularly during times of special events or incidents. Students can be involved in planning and operating this center. Tabloids or newsletters that encourage group responsibility can be built into the activity.

3. Require students to keep a record of their unexcused absences and tardies. Ask them to calculate their personal financial losses based on a specified hourly rate. Present a "pay bonus award" for students with the best attendance record. Ask a local personnel manager to present the reward and briefly talk about how his/her company respects that behavior.

4. Use techniques such as team learning projects, group work and peer tutoring to help youth acquire teamwork skills. These skills are often learned through participation in organized sports which, according to some researchers, is a reason that some males are more prepared than females for success in competitive management careers. Non-athletic techniques can help equalize acquistion of these skills.

5. Let youth organize a group project in which each one is required to make a visible contribution. Everyone will participate in making the Production Time Line and each will list when his/her contribution will be complete. Some can be managers of the process, some can be "friendly reminders" and others can serve on an "assistance crew." Everyone, however, will have to make a contribution upon which the project's ultimate success will depend.

Display 73.

What does it look like?

Tiffany's math class is working on a project that requires an illustration of a growth rate for a period of one year. Although the class has just learned one method of making graphs, Tiffany suggests using colors on a chart which would make the information clearer and easier to understand. Her teacher describes this creative idea to the class and mentions that some companies give financial bonuses to employee who suggest effective technical improvements.

During Michael's junior year, he becomes so involved in basketball that he doesn't pass his algebra class. Because he plans to go to college, Michael meets with his counselor and sets goals for each course next year. By setting these goals and carefully keeping track of progress, he makes up the credit he lost. In addition, Michael and his counselor have a useful discussion about how this kind of planning can minimize distractions from important tasks and deadlines.

Work requirements

- Carefully balance work time and break time.
- Initiate steps to improve the quality of a product.
- Be willing to exert extra effort in times of need.
- Incorporate criticism and evaluation into product development.
- Visualize "the big picture" and the reasons for doing a task.
- Cooperate as a member of a team.
- Set personal goals for task accomplishment.
- Take pride in work and appreciate nonmonetary rewards and self-satisfaction.

...And how to teach them

- Teach efficient use of breaks, study halls and independent study time.
- Encourage youth to seek ways to improve their grades.
- Provide structured and nonstructured opportunities for extra credit.
- Use evaluation and criticism, as well as grades to identify ways to improve skills.
- Show real daily applications for academic coursework.
- Use techniques such as student-team learning, group projects, youth entrepreneurship, etc.
- Announce goals/objectives at the beginning of a course or a lesson, and summarize at the end.
- Create situations for students to feel proud of their efforts.

What can a teacher do?

1. Teach goal setting strategies and at the beginning a grading period or teaching unit, ask each student to set two goals. At specified times, ask everyone to check their progress with a self-rating checklist. The checklist could include independence, self-motivation, anticipating problems, asking for assistance and expressing pride upon success. In a school or any youth agency setting, students can be taught how to make task charts and timelines similar to ones used in many jobs.

2. At selected points in time--but not so often that impact will be lost--ask students to stop what they are doing and answer these questions: At this moment, are you on task or off task? Would asking for clarification or for assistance help you get the job done any better? What would make you feel most successful regarding this particular task? Is there any way you would/could have accomplished more in the same period of time?

3. When you give grades or evaluations, include at least two suggestions about how a student can improve something that is important to him or her. These suggestions can be used in the goal setting activities described above, and the format can even be similar to Employee Evaluations used by local employers.

4. Make sure there are independent study times and work breaks in students' schedules. This will give them an opportunity to learn, demonstrate and be rewarded for being productive in a loosely structured environment. For those students who do not know how to use independent time well, this can be an opportunity to teach it. One middle school uses class mottos such as "Settle for Excellence" or "Accept the Challenge" to help set the tone. The opportunity to work on class projects at this time will increase the visibility of each student's productivity towards a collaborative effort.

5. Let the class organize a "mini-work experience" project in which each student volunteers one hour per month to "work" for the school. "Jobs" could be tutoring in a lower grade, helping the maintenance crew, advising the principal about critical school issues, being an aide in a class for students with special needs, etc. Document all the work experiences (encourage your student photographers) and at the end of the quarter or semester, produce a PRODUCTIVITY PORTFOLIO for presentation to parents or community groups.

Display 74.

PERSONAL APPEARANCE

SESSION 2

Competency: Participants will understand the importance of personal hygiene and appropriate dress on the job and how it relates to success.

Indicator(s): Participant's overall appearance at Session 3 on January 7, 1985.

Activities		Recommended Resources
ACTIVITY 1:	Introduce the guest speaker. The speaker will stress that appearance creates an image and first impression. She will focus on dress, grooming, hygiene, and wardrobe.	"Bonnie Kleinman" with Bette Massie Modeling Agency.
ACTIVITY 2:	View and discuss a film about how we appear to others and the impact our appearance has on others.	"Take a Look in the Mirror" Sandler 1972
NOTE TO INSTRUCTOR:	Emphasize during the discussion how one's appearance reflects self confidence and success. Ask the students if they have ever been embarrassed by their appearance and how did it make them feel.	
ACTIVITY 3:	Read and discuss the situations concerning hygiene and appearance on page 47 of the Participants' Manual.	
ACTIVITY 4:	Have students answer and discuss the Hygiene Survey on page 49 of the Participants' Manual.	
ACTIVITY 5:	Have students evaluate their overall look on page 49 of the Participant Manual.	
ACTIVITY 6:	Discuss the shopping tips on page 49 of the Participants' Manual.	
ACTIVITY 7:	Have students write a paragraph on how they would expect their own employees to dress. Ask for volunteers to read their descriptions.	

SITUATIONS CONCERNING APPEARANCE

Jill was extremely busy cleaning house and preparing to entertain guests for dinner. Around 3:00 she realized she was low on milk. Jill immediately left the house dressed in her old comfortable sweatsuit with her hair in rollers.

How do you think other customers or employees at the grocery reacted toward Jill?

____

____

____

How do you think Jill felt knowing that her appearance was poor?

____

____

____

Have you ever been in a situation like Jill's? How did you feel?

____

____

____

Marie takes the bus to and from work everyday. She knows some of the other passengers by sight. One passenger in particular asks to sit by Marie frequently. This passenger seems to nice but always has an offensive smell.

How does this affect Marie's ride to work? ____________________

____

____

In time, how do you think Marie will respond to this passenger?

____

____

____

Bob stopped by his favorite hamburger joint for lunch. He has been eating at this restaurant for quite a while and enjoys the food. Today a new waitress waited on him. Bob was surprised to notice how filthy her hands and nails were when she handed him his french fries.

How would you feel if you were Bob? ______________________________

Would this waitress' hygiene affect your decision to return to that particular restaurant? ______________________________

HYGIENE SURVEY

Personal hygiene is extremely important to personal appearance. Your instructor will ask you to complete the following survey.

HOW OFTEN IS IT APPROPRIATE TO:

1) Wash your hands? ______________________________
2) Wash your face? ______________________________
3) Bathe or shower? ______________________________
4) Wash your hair? ______________________________
5) Trim your hair? ______________________________
6) Brush your teeth? ______________________________
7) Manicure your nails? ______________________________
8) Comb your hair? ______________________________

EVALUATE YOUR OVERALL LOOK

You may use proper hygiene but what about your overall look.

1) Are your clothes clean and pressed? Yes No Sometimes

2) Are your shoes polished and clean? Yes No Sometimes

3) Do you dress appropriately for every occassion? Yes No Sometimes

4) Do you wear a proper amount of make-up? Yes No Sometimes

5) Do you shave when necessary? Yes No Sometimes

6) Is your hair style appropriate for today's employer? Yes No Sometimes

SHOPPING TIPS

Clothes are a very expensive necessity. Shopping wisely is extremely important in obtaining the proper wardrobe. Please answer and discuss the following questions pertaining to shopping.

1) Do you spend money on cigarettes, records, etc., instead of clothes you need? ______________________________

2) Do you buy the clothes you need or the clothes you want? ______________

3) Do you buy clothes that fit or are they sometimes too big or too tight? ______________________________

4) Do you buy clothes you would wear only once or clothes that are suitable for many occassions? ______________________________

5) Do you shop for a bargain or does the price affect your decision? ____________________________

6) Do you buy clothes that will wash well and last? ______________________

7) Do you read about current clothing sales in the newspaper? _____________

8) Do you buy clothes that can be mixed or matched with other clothing? ____________________________

YOUR IDEAL DRESS CODE

You are an employer whose employees meet the public. Describe how you would expect your employees to be dressed and groomed. Be specific.

MEN: ____________________

____

____

____

____

WOMEN: ____________________

____

____

____

____

Display 75

ATTENDANCE & PUNCTUALITY

SESSION 3

Competency: The participant will have an understanding of the importance of attendance and punctuality in the world of work.

Indicator(s): Completion of Attendance Sheets.

Activities	Recommended Resources
ACTIVITY 1: Introduce the terms: Absenteeism, dependability and punctuality. Have participants write a definition for each on page 52 of the participant manual. Absenteeism - A continuous act. Not being in a certain place at a given time. Dependability - Reliable, worthy of trust. Punctuality - Arriving, acting or happening at the time or times appointed; prompt.	
ACTIVITY 2: Have each participant read aloud their definitions from Activity I.	
ACTIVITY 3: Show a movie, filmstrip or introduce a guest speaker to cover this session's topic.	"Absenteeism" Xerox Films 1979
ACTIVITY 4: Divide the participants into groups. Give each group a set of timesheets to complete by using the attendance sheets on page 53 in the participant manual.	Sample Timesheets Attendance Sheets
ACTIVITY 5: Have each group report their findings/figures from Activity 4.	
ACTIVITY 6: Give each participant copies of their timesheets from this summer's YEP jobsite. Have them complete the attendance sheet on page 54 of the participant manual.	Copies of Participant Timesheets Attendance Sheets
ACTIVITY 7: Have each participant read aloud how many days of work they would have been absent in a year's time.	

NOTE: Activity 3 may be MOVED to Activity 1 or Activity 7.

NAME ____________________ DATE ____________________

ATTENDANCE SHEET

WORK WEEK	NUMBER OF ABSENT DAYS	15 MINUTES LATE	30 MINUTES LATE	45 MINUTES LATE	ONE HOUR	TWO HOURS	THREE HOURS	FOUR HOURS
June 18 - June 24								
June 25 - July 1								
July 2 - July 8								
July 9 - July 15								
July 16 - July 22								
July 23 - July 29								
July 30 - August 5								
August 6 - August 12								
	TOTAL ____	TOTAL ____	TOTAL ____	TOTAL ____	TOTAL ____	TOTAL ____	TOTAL ____	TOTA ____

I Summer Employment - 8 weeks
II 8 hours worked per day - National Average
III 48 work weeks in one year - National Average
IV 1920 work hours - National Average
V 12 days absent per year - **JOB TERMINATION**

Ratio 6 to 1

KEY

Multiply total number of days absent by 6 Total: ______
Multiply total number of minutes late by 6 Total: ______

i.e. 15 minutes late x 6 = 1½ hours absent from work
30 minutes late x 6 = 3 hours absent from work
45 minutes late x 6 = 4½ hours absent from work
1 hour late x 6 = 6 hours absent from work
2 hours late x 6 = 12 hours (1½ days) absent from work, etc.

Total time absent based on a yearly report ______

Display 76.

Examples of Activities for Dependability/Reliability

1. For one week in an eight-week program or two days in a three-week program, allow the client to maintain his/her own attendance record, sign in and sign out, record lateness and reasons; note how he/she was reliable and followed the rules.

2. Let small groups of the class create "work rules" to be used for one week of the program. These rules should be based on usual rules from the local labor market areas. Have the groups describe their rules in writing.

3. Let small groups decide what would constitute breach of the rules above, which ones are the most important, and when they would fire an employee. Have the groups describe the policy in writing.

DEPENDABILITY

(Can you be counted on to do the job?)

Employers hire people who show the most promise of being at work on time every day. Most companies operate on the idea that time is money. In turn, workers are usually paid for the amount of time they give the company. Employees who often miss work or are usually late cannot contribute fully. A highly skilled worker who is often absent will not produce as much as a more dependable worker with fewer skills. Nonproductive employees do not stay employed for long. Such workers cost the company money rather than help it make a profit.

Dependability, then, is an important expectation. Dependability includes two specific qualities -- attendance and punctuality. It also includes a general quality -- reliability. During all interviews, you must assure employers that you can meet their expectations in these areas.

Attendance

Employers want to hire people who will maintain good attendance. Employers expect all workers to be on the job as scheduled. Employees who are at work every day produce more. In this way, they make more money for the company -- and for themselves!

During an interview, how might you show your regard for good attendance?

____

____

____

There are a few basic ways for you to show the employer during an interview that you meet his/her expectation of attendance. Compare your answers to the following.

-- Attending the interview is the first step toward proving your regard for attendance. An employer can hardly trust an applicant who fails to attend the interview to be on the job every day. Many job-seekers who miss interviews rely too much on memory. Memory often fails. You will be better able to ensure your attendance by keeping a written record of scheduled interviews.

-- If you must miss an interview, call the employer and explain. Try to arrange another interview. The employer may or may not schedule you for a second interview. By contacting the employer, you at least have a chance at still getting an interview.

-- During the interview, describe how important good attendance is to you. Talk about your good attendance in past jobs and in school. You can even mention awards you might have received for attendance.

Think of how you might tell an employer directly that you will maintain good attendance. What past experiences could you use to support your claim? Write your answers below.

Attendance Statement: ______________________________

____

Example: ______________________________

____

Punctuality

Punctuality means being somewhere on time. To an employer, punctual employees are those who do the following:

- -- Come to work on time.
- -- Return from breaks, lunches, meetings and appointments on time.
- -- Perform all duties as scheduled.

During an interview, how might you indicate that you are punctual?

____

____

Now compare your answers with the following suggestions for meeting the employer's expectation of punctuality.

- -- Be on time for the interview. Arrive at the appointed place ten to fifteen minutes before the scheduled time. This gives you time to relax, collect yourself and become familiar with the surroundings. The employer may doubt your punctuality if you arrive just in the nick of time. However, do not arrive too early. This may make the employer nervous. It could also make you seem too desperate to find work. Of course, if you cannot be on time for the interview, call the employer and explain.
- -- Simply tell the employer that you are punctual. You can say, for example, that you complete your work on schedule. Be prepared to support such claims with examples from your past experiences.

Write a statement that you could use to tell an employer that you are punctual. After your statement, list some personal experiences that show your punctuality. Write your statements below.

Punctuality Statement: ______________________________

____

Example: ______________________________

____

Reliability

Excellent attendance and punctuality imply the general employer expectation -- reliability. Reliability means that the employer can count on you to do your job. If you are reliable, an employer will know the following.

-- You will be on the job every day, on time.
-- You will finish your work on schedule.
-- You will learn as much as possible about your job.
-- You will follow company rules.
-- You will accept responsibility.

To show the employer during the interview that you have these qualities, simply tell the employer that you are a reliable worker. Be prepared to support your statement with examples from past experience. In the example below, the job-seeker claims reliability. Notice how the job-seeker then proves the statement by describing specific responsibilities from a previous job.

> "You'll find that I'm a reliable worker. On my last job, I performed all of my cleanup duties well. Because of this, my boss asked me to be responsible for collecting the money from the pop machines. My tally was always on the mark. Later, I was promoted to shift leader for the custodial crew."

Now that you know reliability is an employer expectation, decide how you might show this quality in an interview. How might you tell an employer that he/she can trust you to do the job? What examples from your own experiences prove your reliability? Write a reliability statement. Then give examples from your experiences.

Reliability Statement: ______________________________

____

Example: ______________________________________

____

ISABEL

Isabel is employed as a meter reader at the AC/DC power company. Her shift begins at 8:00 a.m., but she usually arrives around 8:15. Most of the time she starts right to work, but occasionally she has a couple of cups of coffee in the employee lounge if she has been to a party the night before. Isabel says that she needs the coffee to chase away her hangover. She is proud of the fact that she never misses a day's work after a party even though she feels that her work isn't up to par on these days. Isabel is very popular with her co-workers, and they often join her at these unscheduled coffee breaks.

Isabel is very efficient and accurate in her job and has the lowest error rate in her department. The company has been able to give Isabel a longer route, enabling them to save on employee salaries by hiring one less meter reader.

Written Exercise

1. What are Isabel's strengths as a worker? (What traits desired by employers does she possess?)

2. What are Isabel's weaknesses? (What traits desired by employers does she not possess?)

3. How would you rate Isabel as an employee?

   A. Valuable
   B. Marginally Acceptable
   C. Unacceptable

   Why do you feel this way? (Relate your answer to traits desired by employers. Give specific examples to justify your opinion.)

4. If you were Isabel's boss, what action would you take? You may choose more than one.

   A. Leave her alone; she does good work.
   B. Dock her pay for her tardiness and coffee breaks.
   C. Talk to her as a friend because you are worried about her.
   D. Give her a warning about being late, and dock her pay if she continues.
   E. Fire her.

   Why would you take this action? Please give specific examples to justify your action?

5. Would you like to work with Isabel? Why or why not? (Please be specific as to your reasons.)

Display 77.

How to Administer the Unit

Purpose

Good Work! was developed to: (1) make students aware that good work habits are as important as job skills in maintaining employment, (2) illustrate for students some behaviors that demonstrate good work habits, and (3) provide students with learning activities and practice that require them to apply good work habits.

Major Concepts to Be Developed

Since the following primary concepts go beyond a statement of the unit objectives to form a conceptual framework for the unit, you may wish to discuss and develop them with the class.

- *Work habits are as important as technical job skills in keeping a job.* Employees are more often fired for their poor work habits than for their poor job skills.
- *Employers want workers with good work habits.* They expect their employees to arrive on time, dress appropriately, avoid waste, use time and materials properly, perform their duties conscientiously, meet deadlines, and follow instructions.
- *Safety is important on any job.* Office workers have their share of accidents, too.
- *The employer decides how the job is to be done, not the employee.* The new worker should not assume that s(he) knows how the job is done. It is important to do things according to company procedures.
- *Work habits are a part of every task.* A worker may learn safety, neatness, efficiency, promptness, and other work habits one at a time and in relation to a single task. But all of these habits must be applied simultaneously to any tasks for which they are appropriate.

List of Student Objectives

The following list of student objectives (descriptions of intended learning outcomes of the unit) also appears in the front of the student booklet. It is included there to let the student know exactly what s(he) is expected to be able to do after completing the unit. It can also be used as a table of contents for the booklet and as a checklist for keeping track of the student's progress as s(he) works through the booklet.

This list gives the objectives in a short form for convenient reference. There are two kinds of objectives: performance objectives and knowledge objectives. Further explanation of the objectives, including standards of performance, can be found in this guide under *Unit Test Answer Key* (for the knowledge objectives) and *Performance Test Answer Key* (for the performance objectives).

Objectives

1. List four things that could happen to you if you are absent from work or late.
2. State what you should do if you will be absent from work or late.
3. **Do it!** Begin and finish a task on time.
4. State how to get help the first day on the job.
5. State what you should do if you make a mistake on the job.
6. List four things that may happen to someone who steals goods from work.
7. **Do it!** Record a phone message.
8. List three things to do if you find a safety hazard at work.
9. **Do it!** Complete a task without breaking any safety rules.
10. State what you should do if you discover a better way to do your job.
11. **Do it!** Complete a task without wasting materials.
12. **Do it!** Clean and return tools and materials after completing a task.
13. **Do it!** Follow written instructions and complete a task.
14. **Do it!** Follow oral instructions and complete a task.
15. Plan three balanced meals from a list of sixteen foods.

Performance Objectives
are marked **Do it!**

Content Outline

- I. **Using Time**
  - A. Consequences of being late or absent
    - 1. Warning from supervisor
    - 2. Resentment of co-workers
    - 3. Low employee rating
    - 4. Loss of promotion or raise
    - 5. Pay is docked
    - 6. Dismissal
  - B. Absences from work
    - 1. Call the supervisor as soon as possible
    - 2. Give a good reason for missing work
    - 3. Explain how you plan to make up for your absence
  - C. Time management
    - 1. Get started on the job immediately
    - 2. Work until the job is finished
    - 3. Set deadlines and meet them

- II. **Being New on the Job**
  - A. Training and orientation
  - B. How to get help
    - 1. Ask questions when in doubt
    - 2. Ask the right people
  - C. How to handle mistakes on the job
    - 1. Report big mistakes to the supervisor
    - 2. Correct the mistake if possible
    - 3. Take positive action to prevent the mistake from occurring again

- III. **Practicing Good Habits at Work**
  - A. Consequences of stealing
    - 1. Be arrested, jailed, or fined
    - 2. Get a police record
    - 3. Get fired
    - 4. Have trouble getting another job or getting accepted at some colleges
    - 5. Be unable to qualify for unemployment compensation
    - 6. Be charged for the stolen goods
    - 7. Lose the trust of employer, supervisor, and co-workers
    - 8. Have a record of the theft entered in the personnel file
    - 9. Receive a poor employee rating
    - 10. Miss a raise or promotion
  - B. Answering a business telephone
    - 1. Courtesy on the phone
    - 2. Recording messages correctly
  - C. Safety hazards
    - 1. Correct safety violations
    - 2. Warn others of the danger
    - 3. Contact the supervisor
    - 4. Contact those who caused the violation
    - 5. Contact the safety personnel or repair staff
    - 6. Check back to make sure the violation has been corrected

- IV. **Doing the Job Properly**
  - A. The right way to do a job
    - 1. Following company procedures
    - 2. Making suggestions
      - a. Tell the supervisor
      - b. Use the company suggestion box
  - B. Concern for company equipment and materials
    - 1. Treat equipment with care
    - 2. Conserve materials and supplies
  - C. Neatness and organization
    - 1. Makes a good impression on customers and employers
    - 2. Saves the worker time and trouble
    - 3. Contributes to safety
  - D. Following instructions
    - 1. Oral instructions
      - a. Listen carefully

        - b. Ask questions
        - c. Pay attention to the order of instructions
        - d. Make notes of important details
        - e. Repeat the instructions for correction
        - f. Find out deadlines
    - 2. Written instructions
        - a. Read through instructions completely before beginning the task and upon completion
        - b. Make sure directions are in the right order
        - c. Read carefully
        - d. Ask questions
        - e. Refer back to directions while working

V. Practicing Good Personal Habits

- A. Dressing appropriately
    - 1. Improves appearance
    - 2. Promotes safety
- B. Proper diet

Materials Needed

The performance tests for Objectives 3, 9, 11, 12, 13, and 14 have been combined in a simple task in which the student makes a note pad out of scratch paper. For this test, you will need to provide a pair of scissors, a ruler, and a pencil for each student, and a supply of 8½-by-11-inch scratch paper and a stapler for the class. A sample note pad, constructed according to the directions in the student booklet, should also be provided for the students to use in checking their work.

Other materials you may wish to have on hand for other activities in the unit include:

- reference materials on safety rules for specific occupations
- a local telephone book
- sample restaurant menus for use with the objective on meal planning.

The chart of optional enrichment activities on page 20 of this guide contains a list of the materials needed for each activity.

Florida educators have permission by law to reproduce pages for classroom use from the student booklet and instructor's guide. One method of reproducing pages is to make thermal spirit masters (ditto masters). This is done by removing the page you want to copy from the booklet, and then running the page through a thermal copier with a special spirit master. (If you do not wish to destroy the booklet by removing a page, simply photocopy that page and make a master with the photocopy.) The master can then be used on a fluid copying machine (ditto machine) to make multiple copies of the original page. The special spirit masters are available from several companies and may be obtained from your school.

A thermal copier can also be used to make overhead transparencies of pages of the booklet for classroom use. For example, the employee rating scale, telephone message forms, and suggestions for following instructions may make instructive overhead transparencies.

If you are unfamiliar with the process of making spirit masters or transparencies from a printed page, check with your school office, school media specialist, or district audiovisual specialist. You will find the process an easy method of reproducing part or all of the unit.

How to Enrich the Unit

The discussion questions, activities, and resources included on these pages can be used to introduce the unit or individual objectives, supplement instruction, or provide topics for further exploration for advanced students.

Discussion Questions

1. Which do you think is more important: having the right job skills or practicing good work habits?
2. Define and discuss *attitude*. How does it relate to work habits and keeping a job?
3. Do you think a worker with poor work habits can improve? How?
4. Why is it usually better to resign from a job than to be fired?
5. Have you ever known anyone who was fired from a job? Was it because the person didn't know how to do the work, or did s(he) lack the good work habits discussed in this unit?
6. Everyone gets criticized at one time or another on the job. What are some good ways to react to criticism? What are some inappropriate ways to react?
7. What is meant by the saying, "Be friendly on the job, but not too familiar"?
8. If an employee is a half hour late each day, does his/her boss have the right to ask why?
9. Suppose Jan comes to work a half hour late each day because her child's nursery school doesn't open early enough. Her boss doesn't like this. Who is responsible for finding a solution to this problem—Jan or her boss?
10. If you are allowed ten days of sick leave each year on your job, should you use them all whether you are sick or not?
11. Suppose a co-worker talks to you so much that it keeps you from getting your work done. What are some steps you can take to solve this problem?
12. Besides going to schools, what are some ways that people learn job skills?
13. Can you recall a really embarrassing mistake that you made at work, home, or school? What did you do about it? Do you think you did the right thing?
14. Discuss stealing on the job. Is taking pens, pencils, and other office supplies stealing? Is taking a long lunch hour stealing?
15. Why is your voice especially important on the telephone?
16. Have you ever decided *not* to do business with a store or company because of the way your telephone call was handled? Give an example.
17. How does a worker's initiative and interest in his/her work benefit an employer?
18. For what reasons is an employer anxious to prevent injuries on the job?
19. If a new worker sees a dangerous situation on the job that the older workers don't think is dangerous, what should the new worker do?
20. If a person is injured and it's his/her own fault, can the worker collect workmen's compensation?
21. *Horseplay* is often the cause of accidents. Give an example of an accident caused by horseplay at school.
22. How are safety and neatness related?
23. Give some examples of how failure to follow instructions can waste time, money, and materials.
24. In what types of businesses should an employer have the right to set a dress or appearance code for employees?

Additional Activities

Objective		Activity	Time
3.	Meeting deadlines	Plan a project	outside class
4.	Asking for help	Role-play the first day on the job	one class
7.	Taking a phone message	Role-play a phone call	one class
		Invite a speaker from the telephone company	one class
8-9.	Following safety rules	Find safety hazards	outside class
		Identify safety violations	one class
13-14.	Following instructions	Practice following instructions	one class
		Write directions for a simple task	one class
		Pass the secret	5-10 minutes
15.	Planning balanced meals	Research diet and health	outside class
All objectives		Invite speakers to the class	one class each
		Illustrate work habits	one class or outside class
		Role-play bad work habits	one class
		Role-play an employer	one class
		Construct a rating scale	one class

Materials	Procedure
copies of planning sheet in student booklet (page 79)	Have students choose, plan, carry out, and evaluate a complete project, either as individuals or as a group.
props (optional)	Select one student to play the role of a new worker; others provide him/her with situations likely to occur the first day on the job.
play phones (optional), message pad	Have one student play the role of the secretary, another the caller. Check for telephone manners and accuracy of recorded message.
	Invite the phone company to present a class demonstration of the proper use of the telephone.
	Have groups of students take a tour of the school or community and compile a list of safety hazards and ways to correct them.
transparencies of safety violations	Make transparencies of violations of safety rules that apply to your subject area. Have students try to identify the violation.
set of oral and written instructions	Hand out sets of instructions or give them orally. Have students try to follow them correctly.
	Have students write directions for a task they have performed: changing a tire, using a projector, taking a bus from the school to the shopping center, etc. Have them read their directions to the class. Other students give suggestions for making them clearer.
	Arrange class in a circle or in groups of five. Whisper a set of instructions, including names and numbers, to the first student. S(he) asks questions if necessary, then repeats the instructions to the next student, and so on around the circle. The last person compares the instructions s(he) has received with the original. Discuss the importance of taking notes with oral instructions.
	Have students research the topic of diet and health and report to the class, relating the topic to job performance.
cassette recorder (optional)	Invite speakers from different areas to speak on work habits related to their area: insurance agent, health official, police officer, dentist, beautician, home economist, etc.
art materials	Have students select a theme (proper dress, safety, diet) and design posters. The best can be displayed on the school bulletin board or in local businesses.
	Have students role-play the consequences of specific bad work habits.
props (optional)	Have students act out how an employer feels about: injuries on the job; workers who are late, messy, or absent too often; giving recommendations for workers with poor work habits.
	As a class, develop an employee rating scale. Decide on appropriate categories; discuss assigning more weight to the more critical categories.

Resources

This section describes a few of the many materials available for teaching employability skills. A more complete list of resources may be found in *A Guide to Employability Skills Materials* (1975), published by the Florida Department of Education and distributed by district vocational education and career education directors. However, neither of these publications can list all existing materials on the subject. Some excellent resources have undoubtedly been missed, and new ones are constantly becoming available. Inclusion of materials in this list is not to be considered an endorsement of a product, producer, or approach by the Career Education Center, Florida State University, or the Florida Department of Education.

The annotations are grouped by media, and include the name of the publisher or source, a brief description, and the price and date of publication whenever this information was available. The materials are suitable for secondary school students unless otherwise indicated. Materials marked with a • have been designated by the publisher as being suitable for students with lower reading level, learning disabilities, or low motivation. Spanish availability is marked with a ☐.

This listing provides information for buying or renting specific materials. It also includes a special section on free or inexpensive materials. However, you can probably borrow many employability skills materials. Check with your school media center, your guidance counselor, your cooperative program coordinator, and with other faculty members in vocational and academic departments. Occupational specialists or placement and follow-up offices may have materials or know where they can be found. District career education directors sometimes have collections of materials, and the district media center often stocks films and other resources. The Florida State Employment Service is another good source.

Human resources should not be overlooked. Governmental agencies, employment services, and personnel directors can often provide speakers as well as materials.

Free and Inexpensive Materials

Some materials are available at low cost from various agencies and businesses. Here's a short list to get you started.

Why Young People Fail to Get and Hold a Job (1974)
New York Department of Labor
Public Information Office
2 World Trade Center, Room 7315
New York, NY 10047
Grades 7-Adult
Purchase price: free, 16 pp.

Nutrition: Food at Work for You (1975)
Consumer Information
Public Documents Distribution Center
Pueblo, CO 81009
Purchase price: $.40, 24 pp.

Food Is More Than Just Something to Eat (1973)
Consumer Information
Public Documents Distribution Center
Pueblo, CO 81009
Purchase price: free, 32 pp.

This basic guide to nutrition includes the functions of the major nutrients, their importance to good health, and where to find them in today's foods.

Food and Your Weight (1973)
Consumer Information
Public Documents Distribution Center
Pueblo, CO 81009
Purchase price: $.50, 37 pp.

Contains diet plans, a calorie counter, and suggestions for controlling weight.

Good Food News for Kids
Consumer Information
Public Documents Distribution Center
Pueblo, CO 81009
Purchase price: free.

This pamphlet includes teaching games and puzzles.

A Guide to Employability Skills Materials (1975)
Career Education Center
Florida State University
415 North Monroe Street
Tallahassee, FL 32306
Purchase price: $.75, 88 pp.

Cassettes

☐ **Lead the Field (1973)**
Nightingale-Conant Corporation
6677 North Lincoln Avenue
Chicago, IL 60645
Grades 7-Adult
Purchase price: $175 (12 cassettes, 30 student workbooks, 1 teacher's manual); $2.45 (1 student workbook). Approx. 15 min. each.

The materials in this kit focus on attitudes and qualities necessary for success in any job. Topics include: self-management, goal setting, self-discipline, recognizing opportunity, conformity vs. nonconformity, positive attitudes, attainment of money goals, and personal growth.

☐ **World of Work I: On the Job (1969)**
Educational Design, Incorporated
47 West 13th Street
New York, NY 10011
Grades 6-12
Purchase price: $229.50 (20 cassettes, 24 student booklets, 1 instructor's guide); $169 (14 cassettes in Spanish, 1 instructor's guide in English). Approx. 15 min. each.

Each of these cassettes is a self-contained unit that can be used separately or with others in the group. Topics of the groupings include: *New on the Job, Dealing with Supervisors, The Rules of the Game, Moving Up or Out.*

World of Work III: Cross-Vocational Skills and Information (1973)
Educational Design, Incorporated
47 West 13th Street
New York, NY 10011
Grades 6-12
Purchase price: $175 (15 cassettes, 12 transparencies, 24 student booklets, 1 instructor's guide). Approx. 15 min. each.

Each cassette is a complete self-contained teaching unit, including questions to draw attention to main ideas. Topics include: understanding instructions, safety, customer service skills, handling trouble situations, structure of a company, telephone-answering skills, taking a message, unions, company money, and ordering and billing.

Films

English on the Job: Listening and Speaking
Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601
Grades 10-12
Purchase price: $184 (color), $92 (black and white).

This film is based on the concept that there are few jobs that don't require listening and speaking skills. Workers at a service station, a construction site, and a restaurant help illustrate some of the skills and techniques that are useful for getting and keeping a job.

Your Job: Good Work Habits
Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601
Grades 10-12
Purchase price: $188 (color), $94 (black and white).

An interview with two high school graduates on their first full-time jobs helps students recognize work of good quality, done with safety and satisfaction. Good work habits (such as working steadily, concentrating, and planning ahead) can lead to a promotion, a raise, and other benefits.

What Do We Look Like to Others?
Sandler Films
1001 North Poinsettia Place
Hollywood, CA 90046
Grades 7-Adult
Purchase price: $140 ($15 rental).

This film reminds viewers that they are seen before they are heard. Seven different office situations dramatically portray the necessity of maintaining good personal appearance, attitude, conduct, and personal habits. The theme running throughout the seven sequences is "Take a look in the mirror; would you hire you?" Narrated by Rod Serling.

Filmstrips

Job Attitude Series (1970, 1971)
Guidance Associates
757 Third Avenue
New York, NY 10017
Grades 9-Adult
Purchase price: $199.50 (5 f/s, 5 cassettes or records). Color.

Titles in the series: *A Job That Goes Someplace, Trouble at Work, Why Work at All?, Liking Your Job and Your Life, On the Job: Four Trainees.*

Shop Safety (1970)
Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601
Grades 10-Adult
Purchase price: $68 (6 f/s, 6 cassettes, 1 instructor's guide); $50 (6 f/s, 3 records, 1 instructor's guide). Color, approx. 11 min. each.

This presentation orients the beginner to shop vocabulary and demonstrates proper use of common tools, machines, accessories, and specialized equipment. It gives pointers on good housekeeping procedures in the shop.

The First Day on the Job
Educational Projections Corporation
3070 Lake Terrace
Glenview, IL 60025
Intermediate-Adult
Purchase price: $24.50 (2 f/s, workbook, answer sheets, teacher's manual).

Demonstrates the importance of making the right start on the first day.

Safety on the Job
Educational Projections Corporation
3070 Lake Terrace
Glenview, IL 60025
Intermediate-Adult
Purchase price: $24.50 (2 f/s, workbook, answer sheets, teacher's manual).

Discusses the rules of safety.

Work Habits and Attitudes (1969)
Harvest Labs, Incorporated
P.O. Box 4309
East Providence, RI 02914
Grades 7-Adult
Purchase price: $56 (4 f/s, 4 cassettes); $48 (4 f/s, 2 records). Color, approx. 18 min. each.

These job responsibility programs review 17 work habits and attitudes which are basic to any successful work experience. Titles in set: *Getting Along on the Job: Parts I, II, III, IV.*

Your First Week on the Job (1972)
Guidance Associates
757 Third Avenue
New York, NY 10017
Grades 9-Adult
Purchase price: $48.50 (2 f/s, 2 cassettes or 2 records, 1 discussion guide). Color, approx. 10 min. each.

This two-part set prepares students for their first week on the job. It dramatizes, in humorous fashion, six problems faced by employees entering the complex and often mystifying world of work. This program helps young people understand that, in nearly every job situation, getting along with the people around you is important.

Your Job: Will You Keep It? (1976)
Career Education Center
Florida State University
415 North Monroe Street
Tallahassee, FL 32306
Grades 7-Adult

This 22-minute, color filmstrip stresses the importance of attitude; good on-the-job relationships with supervisors, co-workers, and customers; and other good work habits such as following instructions, observing safety rules, meeting deadlines, and being on time.

Games

Job Scene (1976)
Career Education Center
Florida State University
415 North Monroe Street
Tallahassee, FL 32306
Grades 7-12

This game involves good work habits and interpersonal relations as well as consumer skills in simulation of real-life job and money situations.

Kits

Career Directions (1974)
Changing Times Education Service
1729 H Street, NW
Washington, DC 20006
Grades 7-12
Purchase price: $275 (4 kits, each containing 2 f/s, 2 records or 2 cassettes, 2 transparencies, 2 spirit masters, 30 student booklets, 1 teacher's booklet); $76 (1 kit). Color, approx. 13 min. each.

This action- and inquiry-oriented series contains four separate kits: *Deciding What You Want to Do, Choosing the Kind of Job You Want, Entering the Job Market, Staying With It and Getting Ahead.*

- **How to Get and Hold a Job (1974)**
Relevant Productions, Incorporated
P.O. Box 68
Indian Rocks Beach, FL 32535
Grades 7-Adult
Purchase price: $31.75 (30 booklets, 1 cassette, 1 skill sheet, 1 teacher's guide); $24.95 (30 booklets, 1 cassette, 1 teacher's guide). Approx. 15 min. Spanish version available at slightly higher cost.

This combination of read-along cassette with a high-interest, low reading level illustrated booklet is designed to stimulate students to learn about skills needed in a working world.

Print

- **How to Get a Job and Keep It (1969)**
Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78767
Grades 10-Adult
Purchase price: $1.23 (workbook); $.25 (1 answer sheet, free with 5 or more copies of workbook).

This workbook, written on a 5th- or 6th-grade reading level, is intended for adults with low reading ability. It includes units on writing an application letter, completing an application form, interviewing for the job, taking vocation tests, and fulfilling the job obligations. A word list for job applications and tests is also included.

- **Jobs in Your Future (1973)**
Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, NJ 07632
Grades 9-Adult
Purchase price: $1.50 (1 teacher's guide, free with 20-39 copies of workbook); $.90 (workbook).

This high-interest, low reading level exercise book is for secondary school students who are getting ready to enter the world of work. It covers the skills and attitudes needed to find and keep the right job, advice on how to dress for an interview, telephone manners, and provides practice in filling out Social Security and other work-related forms.

National Safety News
National Safety Council
425 North Michigan Avenue
Chicago, IL 60611
Audience: Professional
Subscription price: $9.25/yr. (each, 1 to 9 subscriptions); $8.60/yr. (each, 10 to 99 subscriptions). Monthly.

This is the official publication of the National Safety Council. Monthly features include product information, safety training, and an open forum for the discussion and exchange of safety-related thoughts and ideas.

Occupational Essentials (1972)
h.c. Johnson Press, Incorporated
820 South Michigan Avenue
Chicago, IL 60605
Grades 7-Adult
Purchase price: $7.50 (1 instructor's guide); $4.50 (each workbook, 1-9 copies); $3.95 (each workbook, 10-49 copies); $3.50 (each workbook, 50-99 copies); $2.95 (each workbook, 100 or more copies).

This widely used resource discusses skills and attitudes for employment of students and adults.

- **Occupational Safety (1974)**
University of Kentucky
Curriculum Development Center
151 Taylor Education Building
Lexington, KY 40506
Grades 7-Adult
Purchase price: $3.50.

Designed for disadvantaged and handicapped vocational students, this unit provides information and experiences that will help students develop attitudes and acquire knowledge in order to prevent injury to themselves and their fellow workers. Series title: *Orientation to the World of Work*. See annotation by title.

Orientation to the World of Work (1973)
University of Kentucky
Curriculum Development Center
151 Taylor Education Building
Lexington, KY 40506
Grades 7-Adult
Purchase price: $33 (11 titles, 1 copy each).

This series helps prepare disadvantaged and handicapped students for the transition from vocational orientation and preparation to the actual world of work. Titles in series: *Personal Development, Introduction to Orientation to the World of Work, Learning About Jobs, How to Keep a Job, The Role of Work in Our Society, Self-Appraisal for Employment, Taxes Affecting the Worker, Handling Your Paycheck, Occupational Safety* (see annotation by title), *Job Application and the Interview, Teacher's Handbook.*

Personality Development for Business, 4th Ed. (1973)
South-Western Publishing Company, Incorporated
5101 Madison Road
Cincinnati, OH 45227
Grades 9-Adult
Purchase price: $3.99 (1 textbook; 1 teacher's manual).

This is the new title for the fourth edition of a text formerly entitled *Business Behavior.* The book takes a problematic approach to handling on-the-job relationships and dealing with the public.

Safe Foreman
F. W. Faxon Company, Incorporated
15 Southwest Pack Street
Westwood, MA 02090
Audience: Professional
Subscription price: $3.96/yr. Monthly.

This is a safety-on-the-job newsletter for foremen and supervisors in large and small industries. Accident causes and prevention are described in each issue. Included in subscription price are 48 posters a year (4 with each month's publication).

Succeeding in the World of Work (1975)
McKnight Publishing Company
P.O. Box 2854
Bloomington, IL 61701
Grades 9-12
Purchase price: $6.99 (textbook; teacher's guide free if requested); $1.98 (workbook).

This set provides a general preparation for adult work life. Included are such topics as entering the world of work; job choices and opportunities; applying for a job; you, your employer, and your co-workers; your progress on the job; personal effectiveness; a self-inventory; and money management. The workbook, *Activity Manual for Succeeding in the World of Work*, is often used independently of the text.

- **Turner Career Guidance Series (1974)**
Follett Publishing Company
1010 West Washington Boulevard
Chicago, IL 60607
Grades 10-12
Purchase price: $7.20 (6 workbooks).

The six workbooks in this series are broken into 138 daily lessons and contain stories about the practical job experience of several young men and women. Each workbook deals with a major concern of occupational and career experience: *Wanting a Job, Training for a Job, Starting a Job, Looking for a Job, Holding a Job, Changing a Job.*

- **World of Work Kit (1969)**
McGraw-Hill Book Company
Webster Division
1221 Avenue of the Americas
New York, NY 10020
Grades 7-Adult
Purchase price: $111 (50 titles, 20 copies each); $2.10 (1 title, 20 copies); $.99 (1 teacher's guide).

This collection of 50 illustrated fictional booklets is designed with particular emphasis on the urban, noncollege-bound student who may enter the job market at an early age. Each booklet, through a story or playlet, exposes the student to a new dimension of the world of work; stories are open-ended to prompt discussion. The kit is divided into three sections: *Getting the Job, Keeping the Job,* and *Advancing on the Job.* Booklets are written at a 5th-grade reading level.

- **Your Attitude Is Changing (1966)**
Science Research Associates, Incorporated (SRA)
259 East Erie Street
Chicago, IL 60611
Grades 9-Adult
Purchase price: $3.60.

This book takes a topical approach for students of low (6th-grade) reading ability.

Transparencies

Attributes of Character
3M Company
Visual Products Division
3M Center
St. Paul, MN 55101
Grades 7-12
Purchase price: $2.75.

This is one in a series of sets of transparency masters. Other sets related to employability skills: *Organizing Time to Achieve Goals, Introduction to Listening* (23 visuals), *Fundamentals of Grooming* (23 visuals), *Career Preparation: Forms and Terms* (12 visuals). Availability and price should be checked with local 3M distributor.

● **Student's Personal Adjustment to Work (1973)**
University of Texas at Austin
Instructional Materials Services
Division of Extension
Austin, TX 78712
Grades 7-12
Purchase price: $12.95 (1 manual, 51 transparencies).

Manual and transparencies on safety and other employability skills topics. The manual includes units on career safety, job application and resignation, job attitude and relations, personal traits, money and banking, school relations, civic responsibilities, and the future of the student. The transparencies deal with work habits and interpersonal relations.

● **Succeeding at Work (1969)**
United Transparencies, Incorporated
P. O. Box 688
Binghamton, NY 13902
Grades 7-Adult
Purchase price: $192.50 (7 sets of 15 transparencies).

These seven transparency sets are designed to prepare people for their first job and can be used with underprivileged young adults.

Useful Addresses

National Safety Council
425 North Michigan Avenue
Chicago, IL 60611

The Council gathers information and statistics on accidents: how and why they happen and how they can be prevented. It distributes safety information both nationally and internationally through films, slides, pamphlets, magazines, and other publications.

☐ **Inter-American Safety Council**
33 Park Place
Englewood, NJ 07631

This agency provides Spanish versions of many materials published by the National Safety Council.

Supervisors need social and communication skills, as well as occupational proficiencies. They should be open, honest, and able to confront problem situations. Such people ought to be able to work with individuals and groups, be able to function as a coach and mentor, and be able to recognize and mold the skills of others.

There are a number of tools which can be used to heighten the effectiveness of an onsite work maturity learning experience: program-participant contracts; enrollee manuals/handbooks; written work rules; job analysis forms; and, worksite agreements.

Display 78 presents an example of a modified enrollee contract in the form of a "sign off" on assessment results entered in an individual plan for work maturity. It is from Maine's Mountain Valley Training Program. The selection in Display 79, also from Mountain Valley, shows portions of a manual for letting young people know what the program is all about. Display 80 contains a sample "employee" handbook that tells participants what the rules are in rather certain terms. It is from Taking Charge, "Succeeding in the Labor Market," by the Dayton/Montgomery County (Ohio) Boards of Education. Display 81 presents the work rules encompassed by the South Dakota JTPA Exemplary Youth Program Project Operators' Guide. This lets young people know what is not approved behavior, and what will happen (and to what degree) if these regulations are violated.

The job analysis form in Display 82 is a valuable tool for matching youth with workplaces, and would be an excellent "feeder" form for a job site bank. Display 83 provides an outstanding worksite agreement format used by the West Central Wisconsin Private Industry Council. It embodies the positive elements discussed previously, and is entered into by the worksite, the participant, and the PIC. Display 84 presents an instruction from the City of Detroit's Summer Youth Employment and Training Program which shows what the true dimensions of the worksite supervisor can be in settings where all the pieces fall together in a congruent manner. (See Displays 78 through 84.)

Overall, competency standards for work maturity remain nebulous. Everyone knows what they are, of course, but they are still hard to articulate in terms precise enough to teach. Curricula exist to teach pipe fitting, but — in most places — not punctuality, even though employers will tolerate poor job specific skills longer then they will tardiness.

Display 78.

Mountain Valley Training
Summer Youth Employment and Training Program
Individual Plan For Work Maturity

Participant's Name: ______________________________

Job Site: ______________________________

MVT Job Coach: ______________________________

Supervisor (Job Site):______________________________

As a result of the assessment interview, the following circled areas have been identified as strengths which you possess.

DEPENDABILITY/RELIABILITY

Maintains Acceptable Attendance
Maintains Punctuality
Gives Notice of Interruptions
Demonstrates Reliability
Follows Rules of Workplace

COMMUNICATION SKILLS

Follows Instructions
Seeks Clarification
Speaks Clearly & Effectively
Uses Good Listening Skills

PERSONAL RELATIONS

Maintains Positive Attitude
Accepts Supervision & Criticism
Cooperates with Others

INITIATIVE/PRODUCTIVITY

Organizes Time Effectively
Is Generally Responsible
Cares About Quality of Work

WORKER RIGHTS

Understands Use of Tax Form
Understands Employee Benefits
Understands Legal Rights and
Responsibilities of Workplace

This form has been explained to me and I understand that during the summer I will be, evaluated on, and all Work Maturity areas with emphasis placed on those which have not been identified as strengths.

Signed: ______________________________ Date: ____________________

Assessment Questionaire for Work Maturity Skills

1. How do you plan to get to work everyday?

   What do you think are the most number of days you could miss during the summer?

2. If you are going to be late, or cannot go to work one day, what would you do?

3. What does being reliable mean to you?

4. If you were the boss, what kind of rules would you set up on the worksite?

5. How good are you at following directions?

6. If you were given instructions that you didn't fully understand, what would you do?

Assessment Questionaire for Work Maturity Skills

7. How do you react to someone criticizing you?

8. What is meant by "Chain of Command"?

9. What would you do if you completed all the work the boss gave you?

10. What does being responsible mean to you?

11. Have you ever filled out a W-4 Tax Form?

12. What are some of the benefits that employers can offer?

13. Do you know what Child Labor Laws are?

AFTER the interview.

1) Did the client speak expressively?
2) Did the client use good listening skills?
3) Was the client dressed appropriately?

Display 79.

MVT
Mountain Valley Training
A Division of Franklin County Community Action Council, Inc.
DIRECTOR
Joan W. Marshall

Dear Summer Youth Participant,

Welcome to our program and our competency-based classes. This summer the classes will concentrate on work maturity skills which will help you "keep a job." In past years, summer youth participants have developed resumes, taken interest tests, and complete career searches. Many of the past youth participants indicated that you had done this over and over. This summer then the staff decided to design classes around your needs.

It is important to know how to get along on a job and how to hold a job. Specifically your classes will be developed in the areas of: (1) Dependability and Reliability, (2) Communication Skills, (3) Personal Relations, (4) Initiative/Productivity, (5) Worker Rights. Your classes will be 1-2 hours per week usually at your worksite and in small groups. You will be paid for attending classes this summer.

Your job coach will be teaching the classes and also counseling you individually. The staff has worked hard to develop activities that will be educational, interesting, and fun too. I wish you a good summer filled with work and classes.

Sincerely yours,

Beverly A. Wright

Beverly A. Wright
Youth Coordinator

P.O. Box 200
East Wilton, Maine 04234
645-4931

P.O. Box G
South Avenue Station
Lewiston, Maine 04240
786-0166

45 Congress Street
Rumford, Maine 04276
364-3738

163 Main Street
Norway, Maine 04268
743-7764

OVERVIEW

On the next page, you will find all the competency areas that Mountain Valley Training's youth program currently offers. During the year, youth counselors go to the schools in all 3 counties and offer classes in the first three areas: (1) Career Decision-Making, (2) Life/Work Management, (3) Job Getting Skills. Youth in the In-School Program attend classes for 1-2 hours per week after school or during school hours for 8-10 weeks. These youth are referred to summer youth interviews early.

During the summer program, your job coach will be instructing you in the work maturity skills. They are listed in the last column on the next page. These skills will help you keep a job, communicate better, get along with your co-workers, know your legal rights at work, and become reliable, productive workers.

A COMPETENCY-BASED SYSTEM - WHAT DOES IT MEAN?

At Mountain Valley Training, our classes in all of the youth programs are competency-based. This means that there are certain standards in each of the areas that you will be expected to meet. For example in the area of communication skills, one indicator would be "Use of listening skills" as determined by "being able to repeat and explain information presented." When you can show your job coach in class or on the job that you are able to repeat and explain information presented, you will have met the standards or attained that ability.

On the next series of pages, the work maturity skills are broken down into 5 major areas: (1) Dependability/Reliability, (2) Communication Skills, (3) Personal Relations, (4) Initiative/Productivity, (5) Worker Rights. In each of the five areas, the indicators or specific skills are listed and how you will achieve those skills.

YOUR CLASSES

Classes will be held 1-2 hours per week at the worksite if possible and in small groups. Your classes will be developed using interesting activities that will work toward your attainment of all the competencies in the work maturity area.

ASSESSMENT

You will complete an assessment interview with your job coach who will use the questionnaire found in the appendix. Your job coach will be determining how many of the competencies you have already attained, will get to know you and your needs. In some cases your job coach may refer to you to another agency for assistance in a special area such as food stamps, rent assistance, medical attention, or in-depth counseling. After assessment, your job coach will develop your individual plan for attaining all the competencies. The form for Individaul Development Plan can be found in the Appendix.

COUNSELING IN SYETP

In addition to the assessment session, your job coach will meet with you individually at least two more times during the summer program. The second session is usually about mid-point to check on your job progress, and at the end to the program there is an evaluation session of your 8 week work performance.

CERTIFICATION FILE

Your job coach will keep a file of your work in order to determine that you have met the benchmarks for each competency.

EVALUATIONS

You will be evaluated by your supervisor on how well you complete your job duties. You will also be evaluated on the competencies by your job coach. The form for this evaluation can be found in the Appendix.

CERTIFICATE

At the completion of the 8 week program you will receive a certificate stating what competency areas you successfully completed and attained to standards of the program. A sample certificate can be found in the Appendix.

EMPLOYEE HANDBOOK

THE RULES

WE WORK BY AT INLAND

Every successful organization needs a few clear rules. You probably wouldn't want to work for a company that didn't have any. Rules are needed not only to maintain efficiency but to protect the rights of all employees. We have found that certain procedures give you and your fellow workers the greatest measure of safety, cooperation and opportunity. They are the type of things that most of us do automatically as considerate men and women. For the good of all, each employee is asked to observe them.

Commission of any of the following acts will be sufficient grounds for disciplinary action ranging from reprimand to immediate discharge, depending upon the seriousness of the offense in the judgment of management.

INLAND DIVISION
General Motors Corporation
Dayton, Ohio

Display 80.

1. Falsification of personnel or other records. (Discharge)
2. Ringing the clock card of another. (Balance of shift & five days to discharge)
3. Repeated failure to ring own clock card. (Written reprimand to discharge)
4. Using another's badge or pass, or permitting another to use your badge or pass to enter the property. (Balance of shift & five days to discharge)
5. Failure to display your identification badge or pass as instructed. (Balance of shift & two days to discharge)
6. Absence without reasonable cause. (Balance of shift in-plant suspension to discharge)
7. Reporting late for work. (Balance of shift in-plant suspension to discharge)
8. Absence of three working days without properly notifying management. (Not applicable)
9. Leaving own department or the plant during working hours without permission. (Written reprimand to discharge)
10. Distracting the attention of others, or causing confusion by unnecessary shouting, catcalls, or demonstration in the plant. (Verbal reprimand t discharge)
11. Creating or contributing to unsanitary condition (Written reprimand to discharge)
12. Possession of weapon on Company premises at any time. (Discharge)
13. Refusal to obey orders of foreman or other supervision. (Balance of shift & two days to discharge)
14. Refusal or failure to do job assignment. [Do th work assigned to you and follow instructions; an complaint may be taken up later through the regular channels.] (Balance of shift & two days to discharge)

15 Unauthorized operation of machines, tools or equipment. (Balance of shift to discharge)

16. Making scrap unnecessarily, or careless workmanship. (Written reprimand to discharge)

17. Horseplay scuffling, running or throwing things. (Balance of shift to discharge)

18. Wasting time or loitering in toilets or on any Company property during working hours. (Verbal reprimand to discharge)

19. Smoking except in specifically designated areas and during specified periods. (Verbal reprimand to discharge)

20. Threatening, intimidating, coercing or interfering with employees or supervision at any time. (Balance of shift & 1 week to discharge)

21. Unauthorized soliciting or collecting contributions for any purpose whatsoever during working time. (Verbal reprimand to discharge)

22. Unauthorized distribution of literature, written or printed matter of any description in working areas on Company premises during working time. (Verbal reprimand to discharge)

23. Littering, or contributing to poor housekeeping, unsanitary, or unsafe conditions on plant premises. (Written reprimand to discharge)

24. Posting or removal of notices, signs, or writing in any form form on bulletin boards or Company property at any time without specific authority of management. (Written reprimand to discharge)

25. Misuse or removaL from the premises without proper authorization of employee lists, blueprints, Company records, or confidential information of any nature. (Discharge)

26. Gambling, lottery or any other game of chance on Company premises at any time. (Balance of shift & one day to discharge)

27. Abuse, misuse or deliberate destruction of Company property, tools, equipment or the property of employees in any manner. (Balance of shift & thirty days to discharge)

28. Restricting output. (Balance of shift & three days to discharge)

29. The making or publishing of false, vicious or malicious statements concerning any employee, supervisor, the Company or its products. (Verbal reprimand to discharge)

30. Abusive language to any employee or supervisor. (Balance of shift & two days to discharge)

31. Fighting on the premises at any time. (Balance of shift & five days to discharge)

32. Theft or misappropriation of property of employees or of the Company. (Discharge)

33. Possession of, or dring of, liquor or any alcoholic beverage on Company property at any time. Reporting for work under influence of alcohol, when suffering from alcoholic hangover, or in an unsafe condition. (Balance of shift & three days to discharge)

34. Sabotage. (Discharge)

35. Disregard of safety rules or common safety practices. (Verbal reprimand to discharge)

36. Assignment of wages or frequent garnishments. (Verbal reprimand)

37. Immoral conduct or indecency. (Balance of shif & five dyas to discharge)

38. Throwing refuse or objects on the floors or out the windows. (Written reprimand to discharge)

39. Stopping work or making preparations to leave work [such as washing up or changing clothes] before the specified lunch period or before the specified quitting time. (Written reprimand to discharge)

40. Repeated violations of shop or safety rules. (discharge)

41. Use, possession, distribution, sale or offering for sale, of narcotics or dangerous drugs including marijuana or any hallucinogenic agents on Company property at any time. Reporting for work under the influence of narcotics or dangerous drugs. (Balance of shift & three days to discharge)

GENERAL SAFETY RULES

1. Machinery or equipment may be operated only after you have been thoroughly instructed in its safe operation by your foreman or someone designated by your foreman. The permission of the foreman or some designated by your foreman is required before operating any piece of machinery or equipment.

2. The wearing of loose clothing, long sleeves, neckties, rings, bracelets, necklaces, or similar jewelry is not permitted while working on or around moving machinery.

3. Safety glasses must be worn on all jobs 100% of the time with the exception of offices, cafeterias, and locker rooms. Added protection in the form of side shields or coverall goggles must be worn on grinding, chipping, welding and scratch brush jobs. (See eye Protection requirements outlined on pages 6 and 7 of these rules).

4. All protective clothing such as gloves, caps, aprons, masks, boots, etc., must be worn as directed.

5. Obtain assistance in lifting heavy loads. Bend your knees and keep your back straight to avoid strain.

6. Running is a dangerous practice and is forbidden on company property.

7. Horseplay, scuffling, or throwing things is strictly prohibited.

8. Caution should be exercised in talking with the operator of a machine while it is in any sequence of its operation(s).

9. All machines, except those specified by supervision, must be shut off while unattended. Machines that are kept running must carry a sign reading "Caution - This machine is running".

10. Learn the location and operation of all safety switches and devices in connection with your job.

11 Catcalls, whistling, unnecessary shouting or distracting the attention of others is probhibited.

12. Climbing or jumping over conveyors as well as walking or riding on them is prohibited.

13. Oily rags must be placed in the containers provided for them. Accumulation of oily rags represents a serious fire hazard.

14. Report all defective or dangerous equipment to your foreman promptly.

15. The placing of your hands or any part of your body on moving machinery is a dangerous practice, and should therefore be avoided.

16. Housekeeping is an important part of the safety program - keep your work place clean & orderly.

17. Floors should be kept free of oil, water, and other slippery substances.

18. Be on the alert while walking through the plant to avoid walking into the path of a lift truck or other moving vehicles. Walk to the right side of the aisles and give lift trucks sufficient clearance to pass. Reading while walking is a dangerous practice.

19. All safety guards must be in place before operating a machine. Guards may be removed for purposes such as repair and then only by authorized persons.

20. Employees working in oils, coolants, or other material which could cause skin irritations should wash their hands and other exposed parts of their body several times daily. Use of protective creams and other precautionary measures may be helpful and might be specifically recommended. Cleanliness is an important factor in the control of Dermatitus.

21. Repairs, adjustments and changes to machinery must be made by persons authorized to do that type of work.

22. The use of compressed air to blow off your clothing or person is a very dangerous practice and is strictly prohibited. The air hose shall be used only for the purpose for which it is intended and shall never be directed toward a person.

23. Open-toed shoes are not permitted on any job. Safety shoes are recommended footwear, whether at work or not, and may be purchased at the plant on a payroll deduction plan.

24. Grasping moving parts of machinery, such as spindles and chucks to stop them is a dangerous practice and is prohibited.

25. All tools shall be used only for the purpose for which they are intended. Misused or damaged tools such as those without handles, broken handles, or mushroomed heads are dangerous and should be replaced at once.

26. Disorderly conduct or failure to observe rules of good housekeeping in the plant, including rest rooms, is prohibited.

27. The use of gasoline or other unauthorized solvents for washing your person or equipment is strictly forbidden.

28. Avoid looking at the arc of an electric welder or the flame of a gas welder because of the harmful effect to the eyes.

29. Always use the pedestrian doors where they are specifically provided.

30. Use caution in going up and down stairs. Do not run or attempt to put on a coat or other garments on a stairway. Be sure to use the hand rail.

31. Machinery must be shut down when making changes, repairs, etc. It is a requirement that the power be locked in the "Off" position when repairs or cleaning is in progress. Be certain to use a "Safety Lock" authorized or issued for locking equipment in the "Off" position.

32. Only authorized employees (such as electricians) are permitted to make changes or repairs on electrical equipment.

33. Always proceed in a forward direction when moving material by use of a hand truck. Be sure you have a clear view ahead at all times.

34. All safety equipment including mechanical devices provided must be used as directed by your foreman.

GENERAL SAFETY RULES IN EFFECT AT INLAND

INCLUDING EYE PROTECTION REQUIREMENTS,

SMOKING REGULATIONS, AND

FIRE PROTECTION RULES

These General Safety Rules are applicable to all employees. Specific safety instructions for your job will be given you by your foreman. The study and use of rules such as these will build safe work habits that are your best protection against injury.

Violation or disregard of these safety rules will be sufficient grounds for disciplinary action, ranging from reprimand to immediate discharge, depending on the seriousness of the infraction in the judgment of Management.

EYE PROTECTION REQUIREMENTS

All employees of and visitors to Inland shall wear, at all time, eye protection of a type designated by the Safety Department and supervision. This includes while in transit or working in defined aisleways. While in the following areas, which are to be considered as exceptions to the 100% safety glass rule, persons need not wear the protection unless engaged in work (see special note below) involving a hazard to the eyes.

1. Office employees and visitors in enclosed offices.
2. Locker rooms, except employees working in locker room.
3. Enclosed eating areas, except employees working in these areas.
4. Areas outside buildings, but not including employees working outside.
5. Removal of eye protection for the purpose of cleaning, adjustment or repair should be done in a safe manner.
6. Employees in transit in main aisles to their locker room when coming to work and from their locker room when leaving the plant.

SPECIAL NOTES: In any area excepted from the 100% rule, eye protection must be worn when grinding, chipping, welding, cutting, drilling, riveting, burring, buffing, spraying, scratch brushing, dipping, nailing, banding, handling loose bands, striking steel against steel, when using air hose, or when handling caustic, acid, or chemical solutions. Eye protection must also be worn by those working in close proximity to the above listed operations, when so instructed by the foreman.

Employees and visitors are required to wear eye protection as designated unless given permission to do otherwise under certain specific conditions by their supervision and the Safety Department.

Employees having satisfactory vision in only one eye shall wear eye protection of the type designated by supervision at all times during the employees' working hours, irrespective of the work assignment. The Safety Department will have the responsibility for determining the proper protection to be worn.

SMOKING POLICY - RULES AND REGULATIONS

Smoking will be authorized in those areas and on those operations as designated by Management where it does not interfere with the efficiency of the operations, the welfare of the employees, the quality of the products, or create fire or safety hazards. In return it is expected that all employees will observe all regulations and conditions of this policy. The Management reserves the right to extend, restrict or amend the smoking policy at any time.

1. No person will be permitted to smoke while walking along aisles, except in those specifically designated and marked as areas in which smoking is permitted.
2. Smoking will not be permitted at any time in restricted areas. Restricted areas will be designated by management.
3. No one will be permitted to smoke in any department the last thirty minutes of any working period or shift.
4. Smoking will not be permitted at any time in wash rooms, toilet rooms, locker rooms or similar facilities.
5. Smoking will not be permitted at any time in tunnels, penthouses or on the roof of any building.
6. Persons working on a restricted job may smoke in the adjoining unrestricted area. In those cases where large areas are restricted, smoking areas will be provided.
7. The placing of any form of discarded tobacco or containers on the floor or in suction systems, sumps, machine beds, chip cans, waste cans, etc., is absolutely prohibited.
8. Each department or smoking area will be subject to a daily inspection for housekeeping. If

8. Each department or smoking area will be subject to a daily inspection for housekeeping. If cigarette butts, rags, paper, unnecessary oil or dirt are found on the floor, under benches, or in drawers, or if dirty machinery is found, the responsible shift or shifts of the department or smoking area may have the "smoking area" privilege supsended or revoked if the condition is not corrected.

9. Employees damaging equipment, material or property through carelessness or negligence in connection with smoking will be subject to disciplinary action.

10. Any area where smoking privileges are suspended or revoked will be treated as a restricted area, and no employee will be permitted to smoke in the area.

INLAND DIVISION
General Motors Corporation

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35. Suggestions for the correction of hazardous conditions are encouraged.

36. Safety signs and literature are reminders to you to work safely. Read them carefully and heed their warning.

37. In the event of an emergency, notify, your foreman or Plant Security.

38. Report any illness or injury, however, slight, to your foreman, who may want you to report to the Medical Department.

39. Any employee who is working in an area where there is overhead work being performed, with the consequent hazard of dropped tools, equipment, etc., is required to wear a hard hat while in the area. Bump caps are not adequate except on jobs or locations where they have been specifically approved by the Safety Department.

40. Drink only the water dispensed from the regular drinking fountains.

41. The placing of fruit, food or other material in drinking fountains, cooling tanks, ovens or dispensing machines is prohibited.

42. Riding on a power hand truck is prohibited. Never use the forks of a lift truck to elevate a person overhead.

FIRE PROTECTION RULES

A. Learn the specific fire hazards on your job.

B. Report any unusual fire hazards to your foreman.

C. Familiarize yourself with the proper method of sounding a fire alarm and the location of the nearest fire alarm box.

D. Familiarize yourself with emergency equipment and the emergency evacuation procedure in your department.

E. Do not block fire extinguishers, fire hose, emergency breathing equipment, fire exits, fire blankets or stretchers.

Display 81.

WORK RULES

STATE LAW

Any behavior that violates a state law (i.e. drinking, drugs, arson, theft) will be dealt with according to the law. This can involve reporting to the police and prosecution follow-through.

WORK RULES

1. Students who use alcohol or drugs while on the job will be terminated from the work program.
2. Students found guilty of stealing or damaging property at work or the personal property of individuals at work will be terminated. They will also be held responsible for complete restitution. Police will be called if necessary.
3. Students who possess, transmit, buy, sell or use weapons of any kind on or near school or work grounds, property, buses or during work hours will be suspended. If there is threatening or assault with any weapon, the police will be called immediately.
4. Students found guilty of assaulting (i.e. hitting, kicking, etc.) students or school personnel will be disciplined.
5. Students found guilty of threatening or repeated verbal harassment of students or school personnel will be disciplined (i.e. teasing, name calling).
6. Students who willfully disobey or defy reasonable directions given by school personnel will be disciplined.
7. Students who use profanity will be disciplined.
8. Students who exhibit behavior which is disruptive at work will be disciplined.
9. Students must be on time for work/training.
10. One unexcused absence from work will result in a one day suspension. Two (2) unexcused absences will result in termination.

The first offense will result in a warning. The second will result in a one-hour clock-out. The third will result in a one-day suspension from the job. The fourth offense will result in termination.

I have read the above rules or have had them read to me and I agree to follow them. If I do not follow them, I agree that the results which may be applied to me are fair.

Signature of Participant ______________________ Date ______________________

Display 82.

Attachment Seven

Vocational Studies Center
University of Wisconsin-Madison

JOB ANALYSIS FORM*

JOB AREA: ______________________ JOB TITLE: ____________________
Business: ______________________ Address: ____________________
Phone: ______________________ Number employed: ______________
Person interviewed: ____________ Position: ____________________
Interviewer: __________________ Date: ________________________

1. Qualifications

Age: Min. ___ Max. ___
License: ____ Bond: Yes ___ No ___ Cost: ____________________
Union: Open ___ Union ___ Required? Yes ___ No ___ Fee/dues: _____
Local name: ________________ Address: ____________________

Experience required: ______________________________________
Tests given: ____
Application: Forms needed. Yes ___ No ___ ____________________
Assistance in filling out forms. Yes ___ No ___ ______________
Personal interview? Yes ___ No ___ Comment: ________________
Health requirements: ______________________________________
____
Medical examination: Yes ___ No ___ Comment: ______________
Physical requirements: ____________________________________
____

Hearing: Exceptional ____ Average ____ Not important ____
Vision: Exceptional ____ Average ____ Not important ____
Speech: Exceptional ____ Average ____ Not important ____
Carry/lift: __________________ Stand/walk: ________________
Crouch/bend: _________________ Reach/climb: _______________

Academic skill requirements: Grade ____ Comment: ____________
Language: Grade ____ Comment: ______________________________
Reading: Grade ____ Comment: _______________________________
Writing: Grade ____ Comment: _______________________________
Math: Grade ____ Comment: __________________________________

Personality requirements:
Emotional stability: ______________________________________
Manners: ____
Appearance: ____
Other: ____

Manual skills required:

Manual dexterity: ____________________

Fine-motor dexterity: ____________________

Speed: ____________________

Precision: ____________________

Tools and machines used: ____________________

____

2. Working conditions:

Wages: Pay period: ____ Amount: ____ Overtime: ____

Raise potential: ____________________

Hours: Amount: ____ Work schedule: ____________________

Job stability: Temporary: ____ Permanent: ____ Seasonal: ____

Benefits: Vacation: ____________________

Illness: ____________ Medical insurance: ____________

Pension: ____________ Workmen's comp: ____________

Other: ____________________

Hazards:

Physical: ____________________

Health: ____________________

Emotional/moral: ____________________

Surroundings: General description ____________________

Inside/out: ____________ Noise level: ____________

Temperature: ____________ Wet/dry: ____________

Supervision: Degree (much/little) ____________________

Position of supervisor: ____ Type of supervision: ____

Warm/democratic ____ Impersonal ____ Autocratic ____

Employee interaction: Works alone ____ With a group ____ ____

Describe: ____________________

Promotion possibilities: ____________________

Initial training: By whom? ____ How? ____________________

3. Job Tasks:

Task	Machine/Tool	Ability

(Source: Strategies for Developing a Coordinated Vocational Assessment Process for Youth, Vocational Studies Center, School of Education, University of Wisconsin.)

Display 83.

WEST CENTRAL WISCONSIN

PRIVATE INDUSTRY COUNCIL

AGREEMENT BETWEEN:

PROGRAM ____________

Worksite ____________	Participant ____________	Issuing Office ____________
Address ____________ ____________	Address ____________ ____________	Address ____________ ____________
Telephone ____________	Telephone ____________	Telephone ____________
Supervisor ____________	Soc. Sec. # ____________	Authorized Representative ____________
Title ____________		Title ____________

I. ____________________ agrees to:
(Participant's Name)

A. Perform the following duties ____________________

B. Work the following schedule ____________________ and be on the job ready to work by the assigned starting time. I agree to contact my supervisor as soon as possible if I am going to be absent or late.

C. Maintain the following work standards.

1. Reaction to supervisor ____________________
2. Interaction with co-workers ____________________
3. Safety ____________________
4. Productivity ____________________
5. Initiative ____________________
6. Work Quality ____________________
7. Equipment/Worksite Maintenance ____________________
8. Work Attire/Grooming ____________________

D. Comply with these additional Program Requirements ____________________

II. A. Worksite agrees to comply with all conditions of Section II of this Agreement; and these additional conditions ____________________; and

B. Consider the participant for permanent employment following successful completion of this agreement
____ Yes ____ No
Comment: ____________________

III. A. The Private Industry Council agrees to comply with all conditions of Section III of this Agreement, and ____________________

B. Pay the participant ________ per hour for actual hours worked up to ________ hours per week beginning ________ (date) and ending on or before ________ (date).

Signatures:

____________________ (For Worksite) ____________ (Date)

____________________ (Participant) ____________ (Date)

____________________ (For PIC) ____________ (Date)

Union Concurrance if Collective Bargainning Agreement in effect:

____
authorized union representative date

WORKSITE AGREEMENT

II Worksite agrees to:

A. Provide direct supervision by the aforementioned supervisor.

B. Provide a structured, meaningful work experience for the participant which, to the extent possible, is consistent with his or her vocational goals.

C. Inform Private Industry Council (PIC) when the participant fails to report to work, when problems arise on the job or any change in employment status of the participant.

D. Inform PIC of any substantial changes of job duties or work schedule prior to change being made.

E. Allow PIC staff access to the participant during work hours for purpose of monitoring and evaluation.

F. Submit completed time records and performance ratings signed by the participant, instructors and worksite supervisor according to the attached schedule.

G. Distribute participant payroll checks upon receipt from PIC.
   1. Obtain participant's dated signature on attached check release form.
   2. Not release payroll check to anyone other than the participant.
   3. Return all checks not distributed to PIC.

H. Report immediately any participant injury occurring on the job to PIC.

I. Provide PIC Staff with all information requested regarding participant work performance and behavior.

J. Assure that the participant is not replacing persons that would otherwise be hired by the worksite agency and to assure that the participant is not performing any tasks that would be the responsibility of any person now on layoff.

K. Comply with and observe all federal, state and local laws, ordinances and regulations which in any manner affect the work or its conduct, including the Civil Rights Act of 1964 regarding discrimination based on race, color, sex, age, handicap, political affiliation or national origin.

L. Inform PIC of any collective bargaining job action (strike, etc.) at the worksite.

M. Inform PIC of any change in status of incorporation that would affect eligibility as a worksite.

N. Comply with any special conditions attached to this agreement.

O. Release the participant from work for activities determined by the parties to this agreement as necessary for completing program goals.

P. Provide the necessary equipment, tools, supplies, clothing, etc. to perform assigned tasks.

Q. May be responsible for Unemployment Compensation should the youth qualify.

III WEST CENTRAL PIC agrees to:

A. Assure that the participant assigned to this worksite has been certified as JTPA eligible.

B. Assure, where required by age or alien registration, that the participant has a valid work permit.

C. Maintain required personnel records and JTPA forms.

D. Pay wages for work and other activities set forth in this agreement.

E. Provide worker's compensation coverage.

F. Provide necessary time records, payroll documents and payroll schedules.

G. Deliver or mail payroll checks to the participants according to the payroll schedule.

H. Visit the worksite at least monthly and be available to the worksite supervisor and participant for assistance in completing program goals.

I. Provide at least one week notice the participant will be attending other assigned activities in lieu of work.

J. Supply the participant with an explanation of JTPA rights, rules, benefits and services available.

White Participant Canary Worksite Pink Central File Gold Field Office File

WORKSITE AGREEMENT INSTRUCTIONS

The Private Industry Council Worksite Agreement is a contract between the Private Industry Council, the program participant and a worksite. It is to be used to clarify the responsibilities of those three parties involved in a variety of programs including Work Experience, Work Experience Linked With Training, Entry Employment Experience, Tryout Employment and other subsidized employment/training programs.

The Worksite Agreement is to be completed by the three parties jointly to assure common understanding of the provisions of the agreement.

Section I. The Participant Agrees to:

A. Perform the following duties - In this section the parties should define the basic responsibilities to be performed. If a defined Job Description exists, this may be attached and referenced here. If an attachment is used, all parties shall be provided with a copy.

B. The Work Schedule that is agreed to should be outlined here. If the schedule is to be somewhat flexible, consider how you will be able to contact the supervisor and participant for purposes of monitoring. This section also indicates the participant's responsibility to notify the supervisor of lateness or absense.

C. This section is provided to define the responsibility of the participant in basic skill areas. The PIC staff person and supervisor should define the expectations in each of these areas. It is important for all parties to understand what is required in order to properly evaluate the performance of the participant in each catagory. The supervisor is asked to determine each pay period if performance has been acceptable or in need of improvement.

1. Reaction to supervision - clarify how the supervisor expects the participant to relate to direction and supervision.

2. Interaction with co-workers - indicate the do's and do not's on how to relate with fellow workers.

3. Safety - Identify specific safety concerns on the worksite.

4. Productivity - Define specific work requirements in terms of output and quantity.

5. Initiative - Reach agreement on this area in terms such as "asks for new assignments when work is completed."

6. Work quality - define expectations in the quality tolerance for error, etc. Refer back to assigned duties

7. Equipment/worksite maintenance - responsibilities for clean-up, taking care of tools, etc.

8. Work attire/grooming - expectations for clothing and personal hygiene at the worksite.

D. Indicate any requirements for training sessions, job search, other worksite provisions.

II. A. Refers to the requirements on the reverse side of the agreement which must be reviewed with the worksite and participant. Indicate any specific additional requirements.

B. Clarify the hiring potential at the worksite. If no potential exists, indicate that this is a temporary job designed to develop work skills and background.

For Tryout Employment:

1. Try to obtain agreement to hire employees who successfully complete or

2. Indicate formal committment to hire will be sought after 80 hours.

III. A. Review Section III on the reverse of agreement and add any necessary requirements.

B. Indicate the rate of pay, hours per week and duration of program.

Signatures: Obtain necessary signatures prior to commencing work.

Union Concurrance: If a collective bargaining agreement is in effect, obtain authorized union signature.

IV. Distribution copies of this agreement should be distributed as follows:

Participant - White
Worksite - Canary
Central File - Pink
Field Office File - Gold

Attachment to Worksite Agreement Instructions

The following are examples of work standards which may be identified by worksite supervisors on our worksite agreement under item C 1-8.

1. REACTION TO SUPERVISOR - reports to supervisor if late or absent, accepts guidance and direction, demonstrates respect and understanding of authority, requests clarification when needed, understands and resolves differences of opinion, demonstrates attentiveness and cooperativeness, participates in training, demonstrates flexibility, is prompt, progressively requires less supervision.

2. INTERACTION WITH CO-WORKERS - helps others and seeks help when necessary, shows a positive attitude when working with others, resolves differences of opinion, accepts responsibility for own actions and understands impact of actions on others.

3. SAFETY - avoids or reduces hazards, recognizes unsafe conditions, knows basic first aid/CPR, understands emergency procedures, takes appropriate precautions.

4. PRODUCTIVITY - begins assigned tasks promptly, tasks completed within specified time frame (quantify specific output requirements), efficient use of time.

5. INITIATIVE - seeks additional work when assigned tasks are completed, expresses interest and enthusiansm.

6. WORK QUALITY - completed work neat and accurate, errors corrected, instructions followed, tolerance for error?

7. EQUIPMENT/WORKSITE MAINTENANCE - clean up, takes care of tools, set up.

8. WORK ATTIRE/GROOMING - appropriate for job (define), neatly groomed, hair trimmed, demonstrates good hygiene.

Display 84.

CITY OF DETROIT
EMPLOYMENT AND TRAINING DEPARTMENT
SUMMER YOUTH EMPLOYMENT AND TRAINING PROGRAM

YOUTH COMPETENCY ASSESSMENT AND CERTIFICATION

The purpose of the attached SYETP Youth Competency Assessment Form is to provide a documented evaluation of acquired work maturity skills that young workers must have to successfully seek and retain employment.

The attached benchmark assessment form will provide a written record to help participants identify and acquire skills that employers use to select employees. All youth, who in the judgment of the worksite supervisor have acquired sufficient work maturity skills, will receive a youth competency certificate.

The enrollment and certification process for SYETP participants includes an initial determination of previous work experience and skills that serve as a preassessment of work maturity skills.

The worksite supervisor is required to:

- give a copy of the assessment form to the participant on the first day of work and review the assessment process including the supervisor's evaluation at the end of the project;
- explain the relationship between sound work maturity skills and obtaining and retaining employment;
- discuss with the participant any areas of work performance that fall below the minimal accepted levels of competency at the mid-point of the program;
- encourage young workers to acquire work maturity skills throughout their summer work experience;
- complete the assessment form during the participant's last work week;
- review the final assessment with the participant before the end of the program.

Competency assessment data will be verified by SYETP staff.

Participants must be evaluated as competent or above in all areas to receive a certificate.

Youth competency assessment and certification can act as a stepping stone to opportunity for young people by helping prepare them to meet the challenge of an increasingly competitive employment environment. By identifying the tools youth need, youth competency programming will allow young people to continue to build a foundation for future employability.

D. Records and Acknowledgement of Achievement--The 15 County SDA which operates the Maine Model awards a "Work Readiness Certificate" that represents the pre-employment and work maturity capabilities attained by participants during the program. Display 85 shows the paper trail used to track needs determination, prioritization for services, and acquisition of competencies in the Maine approach. (See Display 85.)

Displays 86 and 87 provide straightforward and practical formats for recording and acknowledging participant achievement. The material in Display 86 is from the Montana Youth Employment Competency System, while the selection in Display 87 is from the Central Ohio Rural Consortium. Displays 88 and 89 contain tracking forms for the job changing and work maturity competencies from the Florida State Department of Education's Employability Skills Series, discussed earlier in this chapter. The first is from the booklet "Job Changes," and the second is from the booklet "Good Work!". The appendix keyed to this chapter contains additional certification and documentation materials related to the area of pre-employment/work maturity. (See Displays 86 through 89.)

Display 85.

ASSESSMENT AND CERTIFICATION OF COMPETENCIES FORM

Name of Youth: ______________________________ Date Enrolled: ______________ Counselor: ____________________

Competency Area/Specific Competency	First Introduced	Initial Assessment	Priority for Instruction	Date Certified	How Certified
CAREER DECISION-MAKING:					
SELF-ASSESSMENT - a. Assess values in relation to the world of work					
b. Identify skills and aptitudes					
c. Describe employment history and experience					
d. Describe obstacles to employment					
CAREER AWARENESS - a. Identify career clusters					
b. Describe specific jobs within clusters					
c. Describe the daily job functions for 3 specific jobs					
LABOR MARKET INFORMATION - a. Describe the current local labor market					
b. Identify growth/demand occupations					
c. Discuss the characteristics of 3 occupations					
d. Relate to specific career choices to local/regional labor market					
CAREER CHOICE - a. Select an appropriate career goal					
b. Identify abilities used in that career that can be transferred to other careers					
c. Formulate a reasonable plan for achieving that career goal					
d. Ability to make a realistic career choice					

ASSESSMENT AND CERTIFICATION OF COMPETENCIES FORM (Page Two) Name of Youth: ____________________

Competency Area/Specific Competency	First Introduced	Initial Assessment	Priority for Instruction	Date Certified	How Certified
LIFE/WORK MANAGEMENT:					
MANAGING PERSONAL RESPONSIBILITY -					
a. Provide reliable transportation					
b. Provide adequate child care					
c. Provide basic needs such as food, shelter, clothing					
d. Use adequate consumer skills and manage money					
e. Be committed to freedom from substance abuse					
f. Be physically able to work					
PROBLEM SOLVING/COPING -					
a. Identify a problem					
b. Analyze the problem					
c. Develop alternative solutions					
d. Choose a course of action					
e. Persevere through obstacles					
JOB GETTING:					
JOB SEEKING -					
a. Identify job opportunities					
RESUMES AND APPLICATIONS -					
a. Complete an application					
b. Develop a resume					
CONTACT SKILLS -					
a. Contact a prospective employer by phone, letter or in person & make a favorable first impression					
INTERVIEWING -					
a. Prepare for an interview, interview effectively, and understand the purpose of the interview					

ASSESSMENT AND CERTIFICATION OF COMPETENCIES FORM (Page Three) Name of Youth: ____________

Competency Area/Specific Competency	First Introduced	Initial Assessment	Priority for Instruction	Date Certified	How Certified
WORK MATURITY:					
DEPENDABILITY/RELIABILITY - a. Maintain an acceptable attendance record					
b. Maintain punctuality					
c. Give timely notice of interruptions to work schedule					
d. Demonstrate reliability					
e. Follow the rules of the worksite or training site					
COMMUNICATION SKILLS - a. Follow instructions					
b. Ask for clarification					
c. Speak clearly and effectively					
d. Use listening skills					
PERSONAL RELATIONS - a. Maintain a positive attitude toward others on the worksite					
b. Accept supervision and criticism					
c. Cooperate with co-workers and accept chain of command					
INITIATIVE/PRODUCTIVITY - a. Organize time effectively					
b. Sustain responsibility					
c. Exhibit ownership in the quality of the product					
WORKER RIGHTS - a. Understand state and federal tax forms					
b. Describe local employers' benefit packages					
c. Identify legal rights and responsibilities on the work place					

ASSESSMENT AND CERTIFICATION OF COMPETENCIES FORM (Page Four) Name of Youth: ____________

If the work maturity competencies were attained at a worksite, Name of Employer: ____________

Place of Employment: ______________________________ Dates at Worksite: ____________

General Progress Notes (Class or Week 1): ______________________________

____

Week 2: ______________________________

____

Week 3: ______________________________

____

Week 4: ______________________________

____

Week 5: ______________________________

____

Week 6: ______________________________

____

Week 7: ______________________________

____

Completed _____ competency areas. Certificate of Achievement awarded ____________. Employability Skills Achievement Record issued on what date: ____________ Plans for training or work: ____________

____

____

Individual Development Plan(IDP)

Name of Client:______________________________Date:__________________________
Instructor(s): ____
Training site: ____
Duration, From:________________________to:__________________________________

The following competency areas, specific competencies, or indicators that are checked below have been certified during the initial assessment process as having been attained prior to any competency development classes.

CAREER DECISION-MAKING:

Self-Assessment
Values___ Emp.history___
Abilities___Obstacles___

Career Awareness
Clusters___ Daily job
Jobs_____ Duties____

Labor Market Inform.
Local Market____
Growth/demand____
Charc. of Occ____
Career choice to
labor market____

Career Choice
App.career goal___
Transfer skills___
Plan for goal___
Realistic choice___

LIFE/WORK MANAGEMENT:

Managing Personal Res.
Transp.___Money____
Childcare___Sub.Abuse
Phy.OK____ free____
Basic needs___

Problem Solv./Coping
Problem___ Course___
Analyze___ Persevere___
Alternatives___

JOB GETTING:

Job Seeking
Job Opportunities____

Resumes & Applic.
Appl.___Resumes ___

Contact Skills
Contact emplys.____

Interviewing
Prepare int.___
Inter.OK_____

WORK MATURITY:

Dependability/Reliability
Attend.____ Reliable____
Punctual___ Follow rules_____
Notice of Interuptions_____

Communications
Instruct.___ Speaks well____
Clarification___Listens_____

Personal Relations
Post.Att. ___ Cooper ____
Supv.& Crit.__Chain of Com.___

Initiative/Productivity
Time____ Quality of work____
Responsible____

Worker Rights
Tax forms___ Legal rights___
Employee benefits____

The competency areas, specific competencies or indicators that are circled above will be developed during the competency development period. Their order of priority for instruction will be:

1st________________ 4th___________ 7th___________ 10th________________
2nd________________ 5th___________ 8th___________ 11th________________
3rd________________ 6th ___________ 9th___________ 12th________________

Priority numbers that are possibilities for group activities are:______________
____

Priority numbers that are possibilities for individual activities are:__________
____

Other:____

I, ____________________________, state that I have read and had the above IDP
(Name of student)
explained to me by my instructor(s). I agree to this plan of instruction and competency development.

Signed:__________________________________

Date:________________

ABC PROGRAM SERVICES ORGANIZATION
EMPLOYABILITY SKILLS ACHIEVEMENT RECORD

Participant Name: ____________________

Training Period from ____________ to ____________

Job Site or training site: ____________________

CAREER DECISION-MAKING AREA

COMPETENCIES/SKILLS DEMONSTRATED	MEETS STANDARDS/DATE	EXCEEDS STANDARDS/DATE
SELF-ASSESSMENT		
Can assess values in relation to work		
Identifies skills and aptitudes		
Describes employment history and experience		
Describes obstacles to employment		
CAREER AWARENESS		
Identifies career clusters		
Describes specific jobs in those clusters		
Describes the daily functions for three specific jobs		
LABOR MARKET INFORMATION		
Can describe the local labor market		
Knows growth/demand occupations		
Can discuss characteristics of three occupations		
Can relate the specific career choice to local/regional labor market		
CAREER CHOICE		
Can select an appropriate career goal		
Identifies abilities in career goal that can be used on another job		
Can plan to achieve that career goal		
Can make a realistic career choice		

ABC PROGRAM SERVICES ORGANIZATION
EMPLOYABILITY SKILLS ACHIEVEMENT RECORD

Participant Name:____
Training Period from:____________________to________________________
Job site or training site:____________________________________

LIFE/WORK MANAGEMENT AREA

COMPETENCIES/SKILLS DEMONSTRATED	MEETS STANDARDS/DATE	EXCEEDS STANDARDS/DATE
MANAGING PERSONAL RESPONSIBILITY		
Has reliable transportation		
Provides adequate child care		
Provides basic needs such as food, shelter, clothing		
Has adequate consumer skills and can manage money		
Is committed to freedom from substance abuse		
Is physically able to work		
PROBLEM SOLVING/COPING		
Can identify problems		
Can analyze a problem		
Can develop alternative solutions		
Can choose a course of action		
Can presevere through obstacles		
JOB GETTING AREA		
JOB SEEKING		
Can identify job opportunties		
RESUMES AND APPLICATIONS		
Can complete an application		
Can develop a resume		
CONTACT SKILLLS		
Can contact an employer by phone, letter, or in person and make a favorable impression		
INTERVIEWING		
Knows how to prepare for an interview and can interview effectively		

ABC PROGRAM SERVICES ORGANIZATION
EMPLOYABILITY SKILLS ACHIEVEMENT RECORD

Participant Name: ______________________________

Training Period from: ______________ to ______________

Job Site(s) or
Classroom Site: ______________________________

WORK MATURITY AREA:

Competencies/Skills Demonstrated	Meets Standards/Date	Exceeds Standards/Date
DEPENDABILITY/RELIABILITY		
Maintains Acceptable Attendance		
Maintains Punctuality		
Gives Notice of Interruptions		
Demonstrates Reliability		
Follows Rules of Workplace		
COMMUNICATION SKILLS		
Follows Instructions		
Seeks Clarification		
Speaks Clearly & Effectively		
Uses Good Listening Skills		
PERSONAL RELATIONS		
Maintains Positive Attitude		
Accepts Supervision & Criticism		
Cooperates with Others		
Accepts Chain of Command		
INITIATIVE/PRODUCTIVITY		
Organizes Time Effectively		
Is Generally Responsible		
Cares about Quality of Work		
WORKER RIGHTS		
Understands Use of Tax Forms		
Understands Employee Benefits		
Understands Legal Rights & Responsibilities of Workplace		

I certify the above to be an accurate record of performance.

NAME: ______________________________

TITLE: ______________________________

CERTIFICATE OF ACHIEVEMENT

This is to Certify that

____

has completed a program of instruction in

EMPLOYABILITY SKILLS

and has met or exceeded standards of performance required by the ABC Program Services Organization and by the ABC Private Industry Council for award of this Certificate.

Counselor/Instructor: ____________________________ (Date)

Program Director: ____________________________ (Date)

PIC Representative: ____________________________ (Date)

Display 86.

PRE-EMPLOYMENT AND WORK MATURITY ATTAINMENT RECORD

Trainee________________________________ Social Security #______________________________

Goals	Initial Assessment				Post Assessment			
	Initial Assessment	Method of Assessment/Comments	Date	Staff Intl.	Post Assessment	Method of Assessment/Comments	Date	Staff Intl.
1. Demonstrates ability to make personal choices among occupational areas by (1) completing an interest inventory instrument or a vocational exploration exercise, and (2) articulating decisions about three career preferences.	__Needs Work __Skilled				__Needs Work __Skilled			
2. Demonstrates ability to use job search techniques by identifying six different ways to find out about job openings.	__Needs Work __Skilled				__Needs Work __Skilled			
3. Demonstrates ability to apply labor market knowledge by written identification of three potential employers, including: names, addresses, telephone numbers, hours of business, hiring practices, (how to apply for work), and present openings within occupational choices identified on Section IV of the Employability Development Plan.	__Needs Work __Skilled				__Needs Work __Skilled			

Trainee____

	Initial Assessment				Post Assessment			
Goals	Initial Assessment	Method of Assessment/Comments	Date	Staff Intl.	Post Assessment	Method of Assessment/Comments	Date	Staff Intl.
4. Demonstrates ability to prepare a job application in terms of neatness, legibility, accuracy, completeness, grammar and spelling by scoring at least 90% on a sample application form.	__Needs Work __Skilled				__Needs Work __Skilled			
5. Demonstrates ability to construct a job resume in terms of neatness, legibility, accuracy, completeness, grammar and spelling by scoring at least 90% on a job resume exercise.	__Needs Work __Skilled				__Needs Work __Skilled			
6. Demonstrates ability to effectively interview for a job by scoring at least 80% on the Standard Job Seeking Interview Checklist.	__Needs Work __Skilled				__Needs Work __Skilled			
7. Demonstrates awareness and understanding of basic life/survival skills as they affect ability to seek a job, by identifying personal employment barriers within Section III of the Employability Development Plan and developing resolutions to those barriers.	__Needs Work __Skilled				__Needs Work __Skilled			

JSTD 30 (New 10/84)

Trainee ____________________________________

	Initial Assessment				Post Assessment			
Goals	Initial Assessment	Method of Assessment/Comments	Date	Staff Intl.	Post Assessment	Method of Assessment/Comments	Date	Staff Intl.
8. Demonstrates ability to work effectively within an organization by adhering to standards set by appropriate officials (e.g., employer for work situations and instructor or activity settings) in at least 90% of the work/classroom experience.	__Needs Work __Skilled				__Needs Work __Skilled			
9. Demonstrates good listening skills by following directions and completing assignments in at least 80% of program activities as measured on an employer/ instructor/staff rating form.	__Needs Work __Skilled				__Needs Work __Skilled			
10. Demonstrates good verbal skills as evidenced by ability to transmit direction, ask for clarification, and speak clearly in at least 80% of program activities as measured on an employer/ instructor staff rating form.	__Needs Work __Skilled				__Needs Work __Skilled			

Competency Area Summary: PRE-EMPLOYMENT AND WORK MATURITY

Trainee: ______________________________ **Agency**: ______________________________

Goals	Attainment Date	Staff Sign Off
1. Demonstrates ability to make personal choices among occupational areas by (1) completing an interest inventory instrument or a vocational exploration exercise, and (2) articulating decisions about three career preferences.	__________	__________
2. Demonstrates ability to use job search techniques by identifying six different ways to find out about job openings.	__________	__________
3. Demonstrates ability to apply labor market knowledge by written identification of three potential employers, including: names, addresses, telephone numbers, hours of business, hiring practices (how to apply for work), and present openings within occupational choices identified on Section IV of the Employability Development Plan.	__________	__________
4. Demonstrates ability to prepare a job application in terms of neatness, legibility, accuracy, completeness, grammar and spelling by scoring at least 90% on a sample application form.	__________	__________
5. Demonstrates ability to construct a job resume in terms of neatness, legibility, grammar and spelling by scoring at least 90% on a job resume exercise.	__________	__________
6. Demonstrates ability to effectively interview for a job by scoring at least 80% on the Standard Job Seeking Interview Checklist.	__________	__________

JSTD 31 (New 10/84)

Goals	Attainment Date	Staff Sign Off
7. Demonstrates awareness and understanding of basic life/survival skills as they affect ability to seek a job, by identifying personal employment barriers within Section III of the Employability Development Plan and developing resolutions to those barriers.		
8. Demonstrates ability to work effectively within an organization by adhering to standards set by appropriate officials (e.g., employer for work situations and instructor for activity settings) in at least 90% of the work/classroom experience.		
9. Demonstrates good listening skills by following directions and completing assignments in at least 80% of program activities as measured on an employer/instructor/staff rating form.		
10. Demonstrates good verbal skills as evidenced by ability to transmit directions, ask for clarification, and speak clearly in at least 80% of program activities as measured on an employer/instructor/staff rating form.		

This is to certify that

____

has met the goals for and attained the competency:

Pre-Employment and Work Maturity

Conducted by: ______________________________________

Montana
Department Of Labor And Industry
Job Service And Training Division

____

Date ____________________

Skills Required for Attainment of Competency: Pre-Employment and Work Maturity

1. Demonstrates ability to make personal choices among occupational areas by (1) completing an interest inventory instrument or a vocational exploration exercise, and (2) articulating decisions about three career preferences.

2. Demonstrates ability to use job search techniques by identifying six different ways to find out about job openings.

3. Demonstrates ability to apply labor market knowledge by written identification of three potential employers, including: names, addresses, telephone numbers, hours of business, hiring practices, (how to apply for work), and present openings within occupational choices identified on Section IV of the Employability Development Plan.

4. Demonstrates ability to prepare a job application in terms of neatness, legibility, accuracy, completeness, grammar and spelling by scoring at least 90% on a sample application form.

5. Demonstrates ability to construct a job resume in terms of neatness, legibility, accuracy, completeness, grammar and spelling by scoring at least 90% on a job resume exercise.

6. Demonstrates ability to effectively interview for a job by scoring at least 80% on the Standard Job Seeking Interview Checklist.

7. Demonstrates awareness and understanding of basic life/survival skills as they affect ability to seek a job, by identifying personal employment barriers within Section III of the Employability Development Plan and developing resolutions to those barriers.

8. Demonstrates ability to work effectively within an organization by adhering to standards set by appropriate officials (e.g., employer for work situations and instructor or activity settings) in at least 90% of the work/classroom experience.

9. Demonstrates good listening skills by following directions and completing assignments in at least 80% of program activities as measured on an employer/instructor/staff rating form.

10. Demonstrates good verbal skills as evidenced by ability to transmit direction, ask for clarification, and speak clearly in at least 80% of program activities as measured on an employer/instructor staff rating form.

Display 87.

COMPETENCY CHECKLIST BACK-UP FORM

Purpose

A series of Competency Checklist Back-Up forms have been provided to document the achievement of benchmarks by the participant. The forms contain the Competency Indicator, the benchmark and a space to provide the type of assessment used to certify that the competency has been attained.

Different levels of achievement have been identified for groups of youth who demonstrate specific characteristics. The Chart describing groups and required scores should be used in conjunction with the Back-Up Checklists.

Requirement

The Competency Checklist Back-Up forms must be present in each participant's file verifying that the participant has attained the benchmarks associated with each required competency area prior to taking an "Attained PIC Competency" termination.

Responsibility

1. It is the responsibility of the ETO to indicate what assessment tool was used.
2. It is the responsibility of the ETO staff to complete the forms and maintain them in the participant's file.
3. It is the responsibility of the Administrative office to monitor the files to assure the presence of the necessary documentation.

Completing the Forms

1. Assessment Tool Used and Comments: Enter the type of assessment tools used. For example, the name of the test, mock interview, demonstration, etc. Copies of completed tests or equivalent should be maintained in the participant's file.

   Comments should include the participant's level.

2. SA/NSA: Check whether or not the participant has satisfactorily attained the benchmark (SA), or has not satisfactorily attained (NSA) the benchmark. The standards established for each level should be used to determine "satisfactorily attained".
3. Date Attained: Enter the date the participant attained the benchmark.
4. Initials: The person who verified that the participant has attained the benchmark should place his/her initials in this space.

Name: ______________________

SA - Satisfactorily Attained
NSA - Not Satisfactorily Attaine
Initials ________

Competency Area: I. Demonstrates skill in seeking employment

Competency Indicator: 1.1 Identifies and uses sources of employment

BENCHMARK	ASSESSMENT TOOL USED AND COMMENTS	SA	NSA	DATE ASSESSED
Defines vocabulary words related to employment.	Question 1 of "Score 100"			
Reads and utilizes want ads to identify job openings.	Questions 2 - 8 of "Score 100"			
Lists the sources and techniques for finding a job.	Question 9 of "Score 100"			
Lists at least five different places to find a job.	Question 10 of "Score 100"			

Competency Indicator: 1.2 Describes the methods for getting a job application or interview

Initials ________

BENCHMARK	ASSESSMENT TOOL USED AND COMMENTS	SA	NSA	DATE ASSESSED
Lists five methods for getting a job application or interview.	Question 11 of "Score 100"			

Name: ______________________

SA - Satisfactorily Attained
NSA - Not Satisfactorily Attainex
Initials ________

Competency Area: II. Demonstrates skill in seeking employment

Competency Indicator: 2.1 Identifies work relevant information about self

BENCHMARK	ASSESSMENT TOOL USED AND COMMENTS	SA	NSA	DATE ASSESSED
Completes a job application neatly and accurately.	Question 12 of "Score 100"			
Writes a resume.	Question 13 of "Score 100" and resume			
Identifies personal interests, skills and abilities. (Complimentary)				

Competency Indicator: 2.2 Exhibits appropriate interview behaviors

Initials ________

BENCHMARK	ASSESSMENT TOOL USED AND COMMENTS	SA	NSA	DATE ASSESSED
Explains the importance of the interview: to the interviewer; to the applicant.	Questions 14 and 15 of "Score 100"			
Lists five important questions that interviewers frequently ask at interviews.	Question 16 of "Score 100"			
Lists three questions that an applicant should ask the interviewer.	Question 17 of "Score 100"			
Responds to troublesome questions asked at interviews.	Question 18 of "Score 100"			
Roleplays an interview for a job using the guidelines established by the instructor.				
Lists the items that should be taken to an interview.	Question 19 of "Score 100"			

Name: ______________________________

SA - Satisfactorily Attained
NSA - Not Satisfactorily Attained
Initials ________

Competency Area: II. Demonstrates skill in seeking employment

ompetency Indicator: 2.3 Exhibits acceptable hygiene and grooming

BENCHMARK	ASSESSMENT TOOL USED AND COMMENTS	SA	NSA	DATE ASSESSED
Defines and exhibits good personal grooming.	Question 20 of "Score 100"			
Describes appropriate dress for an interview and work.	Question 21 and 22 of "Score 100"			

Competency Indicator: 2.4 States realistic expectations about salary, hours and benefits of job

Initials ________

BENCHMARK	ASSESSMENT TOOL USED AND COMMENTS	SA	NSA	DATE ASSESSED
Defines the federal minimum wage rate. (Complimentary)				
Describes the general work schedule and average wage and benefits for workers in the local labor market. (Complimentary)				

Name: ______________________________

SA - Satisfactorily Attained
NSA - Not Satisfactorily Attained
Initials ________

Competency Area: III. Exhibits appropriate work behaviors

Competency Indicator: 3.1 Explains and exhibits satisfactory presence on the job

BENCHMARK	ASSESSMENT TOOL USED AND COMMENTS	SA	NSA	DATE ASSESSED
Explains the value of presence on the job during scheduled hours and importance of being on time.	Questions 23 - 25 of "Score 100"			
Describes and exhibits appropriate technique for notifying employer or training staff when tardiness or absence is necessary.	Question 26 of "Score 100"			

Competency Indicator: 3.2 Completes forms required by the employer and the government

Initials ________

BENCHMARK	ASSESSMENT TOOL USED AND COMMENTS	SA	NSA	DATE ASSESSED
Reads and completes a W-4 form. (Complimentary)				
Reads and interprets information on paycheck. (Complimentary)				

Name: ______________________________

SA - Satisfactorily Attained
NSA - Not Satisfactorily Attained
Initials ________

Competency Area: III. Exhibits appropriate work behaviors

ompetency Indicator: 3.3 Recognizes rule and expectations that exist for the job

BENCHMARK	ASSESSMENT TOOL USED AND COMMENTS	SA	NSA	DATE ASSESSED
Lists common rules and expectations of a job.	Question 27 of "Score 100"			
Explains the techniques and importance of developing a good work history.	Question 28 of "Score 100"			
Identifies areas of preparation to consider before accepting a job.	Question 29 of "Score 100"			
States the importance of rules. (Complimentary)				

Competency Indicator: 3.4 Gets along with supervisors and co-workers Initials ________

BENCHMARK	ASSESSMENT TOOL USED AND COMMENTS	SA	NSA	DATE ASSESSED
Describes the role and function of a supervisor.	Question 30 of "Score 100"			
Responds in a positive manner to problems which may occur on the job.	Question 31 of "Score 100"			
Listens and responds positively to constructive feedback.	Question 32 of "Score 100"			

Name: ______________________________

SA - Satisfactorily Attained
NSA - Not Satisfactorily Attained
Initials ________

Competency Area: III. Exhibits appropriate work behaviors

`mpetency Indicator: 3.5 Describes and exhibits desirable work habits and attitudes

BENCHMARK	ASSESSMENT TOOL USED AND COMMENTS	SA	NSA	DATE ASSESSED
Interprets and follows written and verbal directions.	Question 33 of "Score 100"			
Lists five situations which could lead to dismissal.	Question 34 of "Score 100"			
Describes how a positive or negative attitude affects employment.	Questions 35 - 37 of "Score 100"			

COMPETENCY CHECKLIST

Purpose

The Competency Checklist is a document designed to certify that a participant has attained all the necessary competencies in a given area. This document will be sent to the Client Records Department as verification of attainment of PIC-recognized employment competencies upon positive termination of a youth from the program.

Requirement

The areas checked on the Competency Checklist must be backed up by corresponding Competency Checklist Back-Up forms in the participant's file.

Responsibility

Staff person responsible for the termination.

Completing the Forms

A.	Date Attained:	This date should correspond with the last date on the Competency Checklist Back-Up form for the Competency Indicator in a given area. If a post-test is given for an academic area, the date of the post-test should be indicated.
B.	Comments:	Space provided for any comments regarding the participant. This space can be used to write personal comments for the participant to use when seeking employment.
C.	Certification:	The signature of the staff person certifying that the participant has attained all the benchmarks associated with the competencies listed on the form.

CENTRAL OHIO RURAL CONSORTIUM YOUTH COMPETENCY CHECKLIST
Pre-Employment/Work Maturity Skills

Date Attained Competency Area

Job Seeking - 1. Demonstrates Skills in Seeking Employment

1.1________ Identifies and uses sources for employment

1.2________ Describes methods for getting job applications or interviews

Job Getting - 2. Demonstrates Skill in Applying for Employment

2.1________ Identifies work relevant information about self...supplies all data required on a job application and/or resume

2.2________ Exhibits appropriate interview behavior and techniques

2.3________ Exhibits acceptable hygiene and grooming

Job Keeping - 3. Exhibits Appropriate Work Behavior

3.1________ Explains and exhibits satisfactory presence on the job and/or training

3.2________ Follows rules and regulations for the workplace and/or training facility

3.3________ Gets along well with supervisor and co-workers and/or facilitator and group members

3.4________ Describes and exhibits desirable work habits and attitudes

---

COMMENTS: ____

____

____

____

CERTIFICATION - I certify that the above named participant has met the established criteria to be considered as having mastered the competencies listed above.

________________________________ (CORC Representative)

________________________ (Date)

Instructor Record Sheet: Job Changes

Each student should be allowed at least three attempts to pass the performance test on each objective. The **Performance Test Answer Key** is on page 24.

Each student should be allowed at least two attempts to pass the unit test upon completing the unit. The **Unit Test Answer Key** is on page 25.

This test covers the knowledge objectives: 1, 2, 3, 4, 6, and 7.

Suggested System for Recording:

Place a 0 under each try not satisfactorily completed by the student.

Place a 1 under each try satisfactorily completed by the student.

If a student passes an objective in fewer than three attempts, leave the remaining columns under that objective blank.

KNOWLEDGE OBJECTIVES

Student Name	PRETEST	POSTTEST	
	UNIT TEST	UNIT TEST	
	Form A	Form B	Form A
	Only Try	1st Try	2nd Try

PERFORMANCE OBJECTIVE

PERFORMANCE TEST

OBJ. 5 (p. 58) Letter of Resignation		
1st Try	2nd Try	3rd Try

Summary of Requirements for Completing the Unit

The student has completed the unit when s(he) has:

1. made a passing score on the posttest (unit test)

AND

2. passed the performance test for every performance objective.

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Instructor Record Sheet:

Good Work!

Each student should be allowed at least three attempts to pass the performance test on each objective.
The **Performance Test Answer Key** is on page 30.
Each student should be allowed at least two attempts to pass the unit test upon completing the unit.
The **Unit Test Answer Key** is on page 36.
This covers the knowledge objectives: 1, 2, 4, 5, 6, 8, 10, and 15.

Suggested System for Recording. Place a 0 under each try not satisfactorily completed by the student. Place a 1 under each try satisfactorily completed by the student. If a student passes an objective in fewer than three attempts, leave the remaining columns under that objective blank.

	KNOWLEDGE OBJECTIVES			PERFORMANCE OBJECTIVES																				
	PRETEST	POSTTEST		PERFORMANCE TESTS																				
Student Name	UNIT TEST Form A	UNIT TEST		Obj. 7 Telephone Message			Obj. 3 Complete Task On Time			Obj. 9 Safety Rules			Obj. 11 Wasting Materials			Obj. 12 Return Materials			Obj. 13 Written Instructions			Obj. 14 Oral Instructions		
		Form B	Form A																					
	Only Try	1st Try	2nd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try

Summary of Requirements for Completing the Unit. The student has completed the unit when s(he) has:

1. made a passing score on the posttest (unit test) **AND**
2. passed the performance test for every performance objective.

12. Basic Education

A. Strategic Options — Basic education skills are taught in almost every service delivery area across the country through computer-assisted/computer-managed instruction, audio-visual techniques, paper/pencil materials, or didactic/experiential methods. Relatively few SDAs do youth employment competencies programming in basic education, however. This seems incongruous. It certainly can't be because of lack of capacity. It most definitely can't be because of lack of separate technology, packages, and tools — all of which have been developed and are available in multiple varieties commercially or from sources in the public domain. It isn't the old "that's up to the schools to do" rhetoric, not with the frequency of effort noted above.

Folks may be disinterested, or they may be waiting to try basic education competencies further down the line after pre-employment/work maturity has been firmly established. Maybe some feel that acquisition of basic education skills leads directly to obtaining employment and see no need for putting in the extra effort. In many cases, the real reason might be the difficulty in choosing from between the alternatives available for formulating a strategic approach, and answering the questions raised below. A small variation in guiding principles could mean significant differences among subcontractors and program operators, even though they were implementing activities with essentially similar resources. Such differences need to be carefully accounted for and managed, as discussed earlier in this document.

The primary strategy questions to address in the area of basic education are as follows:

- What competencies should be involved?
- How many should be included?
- How should they be constituted?
- How should they be expressed?
- What degree of specificity should be used?

There probably are no particularly right or wrong answers. There is just more applicability and flexibility in some choices than others. It is most important to have a rationale for the approach selected that makes sense locally.

What Competencies Should Be Involved?

The primary basic education competencies are:

- math
- reading
- writing, and other communication skills such as speaking, listening, viewing, nonverbal communication
- reasoning and analytical capabilities
- language arts
- computer literacy.

Reading is occasionally listed as a communication skill. Social studies and science, the two subjects of the General Equivalency Diploma (G.E.D.) that are not included above, are also counted among the named basic education skills from time to time. The three other parts of the G.E.D. — already included — are math, reading, and writing.

How Many Should Be Included?

These are the competencies involved. How much they count depends upon a locality's definition of a positive termination, which could be phrased in terms of all, some, or one of the aforementioned basic education skills. The trend is for participants to demonstrate some form of proficiency in at least two of these competencies, usually reading and math. Often benchmarks must be achieved in three skills. The definition of an attained youth employment competencies positive termination in the area of basic education is most affected by the means to structure the overall approach and delineate the determination of achievement.

How Should They Be Constituted?

There are at least seven options identified to date by which basic education competencies have been constituted: standardized, individualized, incremental, course, G.E.D., exam, and combination. These alternatives have either occupational, participant, or programmatic bases. Utilization of any of those strategies requires approval of the private industry council. The requirements of a sufficiently developed youth employment competency system must be met in all cases.

The occupational category encompasses two strategies — the standardized and the individualized — each of which is founded upon the relationship of basic education competencies to occupational skills training within the program and/or obtaining a post program labor market status.

The standardized strategy is implemented by having the same basic education skills competency statements apply across the board for all participants as baseline preparation for entry to the world of work. The Spokane City-County (Washington) Employment and Training Consortium has set as its basic education competencies requirement "certifiable proficiency in reading, writing, and math at seventh grade level, demonstrated to classroom teacher through standardized educational tests." (p. 7) The "Kansas Model" requires that young people possess the minimum skills that employers have deemed to be essential, including reading, writing, and computation. In all cases, the benchmark has been set at the eighth grade level. All (100%) of the competency indicators must be attained before the youth may be certified as having attained basic education competencies. The native language of "English-as-a-second-language" young people may not be used to meet the prescribed standards. The basic education competency category of the Kansas Model is shown in Display 90.

Display 90.

Basic Education Competency Category

COMPETENCY INDICATOR	BENCHMARK	MEASURE
READING AND COMPREHENSION		
The participant will read and comprehend written material at the 8th grade level as determined by a standardized test.	Passing score on a test standardized at the 8th grade level.	Any test approved by the State Board of Education.
ENGLISH & WRITTEN COMMUNICATION SKILLS		
The participant will demonstrate an acceptable level of written English proficiency.	Passing score on a test standardized at the 8th grade level.	Any test approved by the State Board of Education.
MATHEMATICS		
The participant will demonstrate an acceptable level of proficiency in mathematics.	Passing score on a test standardized at the 8th grade level.	Any test approved by the State Board of Education.
SPELLING		
The participant will correctly spell words at the 8th grade level.	Passing score on a test standardized at the 8th grade level.	Any test approved by the State Board of Education.

The **individualized approach** is conducted by having the basic education skills competency statements for each participant be determined by that youth's choice of occupation for training and/or post program employment. The basic education capabilities under this option are directly affected by the nature and requirements of the various jobs/careers chosen.

The technical assistance guide published by the State of Michigan declares that:

> "A youth's competence in basic educational skills should be related to the requirements of a particular occupation for which a youth is being trained or in which a youth will be seeking a job. For example, the basic educational skill levels required of a correspondence review clerk may differ from those of a customer complaint clerk. The competence level for basic educational skills differs for the two types of clerks." (p. 4)

The Guide to the Montana Youth Employment Competency System states that the basic education competencies area "includes the fundamental skills of reading, writing, and mathematics as each relates to an overall occupational goal." (p. 7) The occupational goal and required levels of achievement in the three basic educational skills should be entered in the EDP. The "levels of basic educational skills that are required for 'attainment of competencies' will vary according to the occupational goal selected by the youth." (p. 12)

The participant-based category includes one strategy — the incremental. The **incremental option** entails establishing an across-the-board, standardized incremental gain applicable to all participants, with progress measured from each person's individual starting point. For example, a two grade reading level increase per enrollee would mean that Nancy M. had to go from grade 5 to grade 7, Emily C. from grade 7 to grade 9, and Axil S. from grade 9 to grade 11 in order to be certified for the attainment of PIC-recognized basic education competencies.

Computer oriented programs often plan for an increase in capabilities of one grade level for every 90 hours of instruction, two grade levels for every one hundred eighty hours of instruction, etc. The Tri-County Community Action Agency—SDA #24, Ohio, allows participants to be termed successful in the following subjects if they achieve a gain of at least 6-12 months on the related section of the California Achievement Test (CAT):

- reading vocabulary
- reading comprehension
- general English skills (spelling, language mechanics, and language expression)
- mathematical computation
- mathematical concepts and applications.

Progress is determined by comparing the pre-test form of the CAT with the post-test form of the CAT.

The Mississippi SDA requires that young people demonstrate an average of one month's growth for each month enrolled in reading, writing, and mathematics skills improvement activities in order to successfully attain basic education competencies. This approach is shown in Display 91. (See Display 91.)

The programmatic category entails three strategies – the course, the G.E.D., and the exam. The **course strategy** involves sending the young person to class in a particular subject like remedial math, English composition, or basic reading at an outside location – alternative school, local education agency, community college extension program, adult basic education center, etc. A passing – or higher – grade for the course is accepted as evidence of competency attainment. The present shift in competency-based programming, however, seems to be away from courses and course grades and toward performance of required outcomes regardless of the origins of learning.

There are five parts to the General Equivalency Diploma – writing skills, social studies, science, reading skills, and math. To obtain the G.E.D., a person must attain an overall average of "45" on all five sections for a total score of at least 225, with no score under "35" on any part. The **G.E.D. strategy** entails getting a 45 or higher on three – or four – out of five sections, regardless of performance on other segments. Although not very widely used, this option has helped young people remain motivated in pursuit of the G.E.D. The adequacy of attaining three or four parts of the G.E.D. in satisfaction of basic education competency requirements is a matter for local consideration and decision making. It should be pointed out that achievement of a G.E.D. or high school diploma constitutes "completion of a major level of education" which is a different reporting item entirely from the attainment of PIC-recognized youth employment competencies, even though the latter may lead to the former.

COMPETENCY AREA: Basic Education

COMPETENCY MEASURE	INDICATOR	BENCHMARK	ASSESSMENT AND CERTIFICATION
1. Participants will improve reading skills.	Based on pre and post test scores in the Test of Adult Basic Education, participants will show positive growth in reading skills.	Participants will show one month's growth in reading skills for each month enrolled.	TABE standard score change reflecting one month's gain for each month enrolled.
2. Participants will improve writing skills.	Based on pre and post test scores in the Test of Adult Basic Education, participants will show positive growth in writing skills.	Participants will show one month's growth in writing skills for each month enrolled.	TABE standard score change reflecting one month's gain for each month enrolled.
3. Participants will improve mathematics skills.	Based on pre and post test scores in the Test of Adult Basic Education, participants will show positive growth in mathematics skills.	Participants will show one month's growth in mathematics skills for each month enrolled.	TABE standard score change reflecting one month's gain for each month enrolled.

In order to successfully complete the Basic Education Competency, a participant must pass all competencies, or show an average of one month's gain for each month enrolled based on the total TABE battery.

The **exam strategy** involves having the participant achieve a certain score on a particular examination (other than the G.E.D.), measurement instrument, or subpart thereof. Like other options encompassed by the programmatic approach category, the "test" used is founded neither on occupational requirements nor participant starting points in basic education competencies. Display 92 presents an example of this strategy. This format was employed in the Comprehensive Education and Training Opportunities Program operated in San Antonio, Texas, by the Mexican-American Unity Council, Inc. Note that for in-school youth a semi-combination strategy is in effect, as they must either pass a basic math course or demonstrate math skills on an achievement test. (See Display 92.)

The seventh option for constituting basic education competencies has some or all of the bases — occupational, participant, or programmatic. It is the **combination strategy**. In Columbus, Ohio, for example, the Private Industry Council has set a standardized, across-the-board eighth grade level for the attainment of basic education competencies. However, should a young person read or compute below the sixth or above the eighth grade levels, then he/she needs to achieve a two grade level incremental increase for competency certification. In the Southern Nevada Employment and Training Program, participants entering preparation for G.E.D. prep classes start with a minimum competency in reading of 6.5 to seventh grade level and need to increase to an eighth grade proficiency level in order to qualify for admission (standardized). Participants entering to improve their basic skills, and starting at a fifth to eighth grade level, will increase their academic skills by at least one grade level (incremental).

The Baltimore Manpower Consortium has decided that participants should demonstrate a level of ability in basic education skills which enables them to successfully function in a work environment. For those young people in academic remediation and functioning below the sixth grade level, positive outcomes are measured by sixth grade level attainment, or a gain that brings the youth up to the fifth grade level, the cut-off point for functional literacy. For those in the intermediate level, positive outcomes are determined by (a) attainment of eighth grade level on a standardized test, (b) attainment of at least eleven Carnegie credits, (c) completion of a Learning Center tract, or (d) a one grade level gain in reading and/or math depending on the deficiency at the start of the program. For those at the advanced level, appropriate outcomes are either attainment of a G.E.D. or high school diploma, both of which constitute completion of a major level of education.

Display 92.

COMPETENCIES AREA: Basic Academic Skills: Computation

BENCHMARK: LEVEL: 1 NUMBER: 3
Participant scores 80% on test of basic addition and subtraction.

PROCEDURE:

1. Participant will complete addition skills inventory and subtraction skills inventory
2. Instruction will perform an error analysis on participant's inventories and will make assignments to address participant's weaknesses
3. Participant will take a test on addition and subtraction

MATERIALS:
1. Number Power or equivalent math text
2. Worksheets
3. PLATO System

EVALUATION: 80% accuracy

COMMENTS:
In-school participant must pass a basic math course with at least a C average or demonstrate those math skills on an achievement test

---

COMPETENCIES AREA: Basic Academic Skills Computation

BENCHMARK: LEVEL: 2 NUMBER: 3
Participant scores 80% on test of basic multiplication and division.

PROCEDURE:

1. Participant will complete a multiplication inventory and a division inventory
2. Instruction will perform an error analysis on participant's inventories and will make assignments to address participant's weaknesses
3. Participant will take a test on multiplication and division

MATERIALS:
1. Number Power or equivalent math text
2. Worksheets
3. PLATO System

EVALUATION: 80% accuracy

COMMENTS:
In-school participant must pass a basic math course with at least a C average or demonstrate those math skills on an achievement test

---

COMPETENCIES AREA: Basic Academic Skills: Computation

BENCHMARK: LEVEL: 3 NUMBER: 3
Participant scores 80% on test of basic fraction and decimals.

PROCEDURE:

1. Participant completes a fractions skills inventory and a decimals skills inventory
2. Instructor performs an error analysis on participant's inventories and makes assignments to address weaknesses
3. Participant takes a test on fractions and decimals

MATERIALS:
1. Number Power 2 or equivalent math text
2. Worksheets
3. PLATO System

EVALUATION: 80% accuracy

COMMENTS:
In-school participant must pass a basic math course with at least a C average or demonstrate those math skills on an achievement test

---

COMPETENCIES AREA: Basic Academic Skills: Computation

BENCHMARK: LEVEL: 4 NUMBER: 3

Given an examination covering basic math skills, including word problems, percent, area, perimeter, and metrics, participants will score at least 80%

PROCEDURE:

1. Participant completes skills inventories on word problems, percent, area and perimeter, and metrics
2. Instructor performs an error analysis on participant's inventories and makes assignments to address weaknesses
3. Participant takes GED Practice Test

MATERIALS:
1. Number Power 2 or equivalent math text
2. Worksheets
3. GED Practice Test
4. PLATO System

EVALUATION: 80% accuracy

COMMENTS:
In-school participant must pass a basic math course with at least a C average or demonstrate those math skills on an achievement test

---

The Private Industry Council of West Virginia has opted for an individualized approach to basic education competencies in accordance with each participant's occupational choice. Gains in each of the three grade level tiers are viewed in terms of various incremental increases from each enrollee's learning proficiency at the start of the program. Both options of Level III Basic Education Skills incorporate competencies as building blocks to the completion of a major level of education. Display 93 shows the West Virginia combination strategy. (See Display 93.)

Display 93.

3. Competency Area: Basic Education Skills

Basic Education Youth Competencies are written with the understanding that program participants possess a wide range of academic skills. Basic education skills are divided into three graded levels:

Level I: 0—4 Level II: 5—8 Level III: 9—12

A participant's education level will be determined during the program intake phase by pre-testing with the Tests of Adult Basic Education. Because work-related education skills are linked to the participant's occupation choice, each participant will have an individualized Educational Development Plan based on the pre-test results and the participant's career choice requirements.

LEVEL I BASIC EDUCATION SKILLS

Participant demonstrates an increase of basic education skills in reading and mathematics.

Benchmarks

a) Participant achieves a three-grade level increase in vocabulary from starting point at program entry.
b) Participant achieves a three-grade level increase in reading comprehension from starting point at program entry.
c) Participant achieves a three-grade level increase in mathematics computation skills from starting point at program entry.
d) Participant achieves a three-grade level increase in mathematics concepts and word problem skills from starting point at program entry.

Means of Evaluation

a), b), c), and d) — Test of Adult Basic Education

Certification

a), b), c), and d) — Actual hard copy of test results and student profile sheet.

LEVEL II BASIC EDUCATION SKILLS

Participant demonstrates an increase of basic education skills in reading, language and mathematics.

Benchmarks

a) Participant achieves an increase of two grade levels in vocabulary from starting point at program entry.

b) Participant achieves an increase of two grade levels in reading comprehension from starting point at program entry.

c) Participant achieves an increase of two grade levels in mathematics computation skills from starting point at program entry.

d) Participant achieves an increase of two grade levels in mathematics concepts and word problem skills from starting point at program entry.

e) Participant achieves an increase of two grade levels in language mechanics and expression from starting point at program entry.

f) Participant achieves an increase of two grade levels in spelling from starting point at program entry.

Means of Evaluation

a), b), c), d), e), and f) – Test of Adult Basic Education.

Certification

a), b), c), d), e), and f) – Actual hard copy of test results and student profile sheet.

LEVEL III BASIC EDUCATION SKILLS

(Option One)

Participant demonstrates an increase of basic education skills in reading, language, and mathematics.

Benchmarks

a) Participant achieves an increase of one grade level in vocabulary from starting point at program entry.

b) Participant achieves an increase of one grade level in reading comprehension from starting point at program entry.

c) Participant achieves an increase of one grade level in mathematics computation skills from starting point at program entry.

d) Participant achieves an increase of one grade level in mathematics concepts and word problem skills from starting point at program entry.

e) Participant achieves an increase of one grade level in language mechanics and expression from starting point at program entry.

(f) Participant achieves an increase of one grade level in spelling from starting point at program entry

or

g) Participant passes the GED Test

or

h) Participant obtains his/her high school diploma

Means of Evaluation

a), b), c), d), e), and f) — Test of Adult Basic Education

g) — GED Test

h) — Completes requirements for diploma

Certification

a), b), c), d), e), and f) — Actual hard copy of test results and student profile sheet

g) — Hard copy of official GED test scores

h) — Hard copy of official high school transcript

LEVEL III BASIC EDUCATION SKILLS

(Option Two)

Participant demonstrates mastery of basic education skills in reading, language and mathematics.

Benchmark

Participant obtains his/her GED or high school diploma.

Means of Evaluation

Completes high school requirements or passes GED Test.

Certification

Hard copy of official high school transcript or GED test scores.

* * *

In the Cleveland Service Delivery Area, service providers address the following academic competencies: reading, written communication/language usage, mathematics, and computer literacy/keyboarding. All programs are to be a minimum of forty hours duration over a period of two or more weeks. Any program may focus on one, some, or all of these competencies. Participants can include those who did not pass a subject test for the grade in which enrolled. Passing of the criterion-referenced test required by the school system in a given subject would constitute successful attainment of competencies in a program sponsored by a local education agency. Other contractors must select a recognized commercially-prepared test appropriate for course content. In the case of reading, language, and mathematics, these will be standardized achievement tests that have alternate forms available for pre and post testing and provide grade level scaled scores. Successful attainment of basic education competencies is determined by an improvement in grade level scores in a given subject on a standardized achievement test appropriate to the duration of the program. Since computer literacy/keyboarding is not tied to grade level, enrollees must demonstrate a predetermined level of skill that was not present at the beginning of the program.

Service delivery areas must be careful, in using different strategic alternatives, to avoid elitist and exclusionary practices. These were discussed earlier to some degree in the assessment and evaluation chapter. Structuring of basic education competencies in particular ways is necessary to a sound overall approach. However, in constituting competency statements and criteria, standards should only be used which are related to demonstrating attainment of proficiency. Numbers, percentages, or expectations which are unduly high or unrelated to program objectives serve only to keep youth out of the program who might do quite well. Competency-based projects are not for everyone, but the sorting process should not have arbitrary, capricious, or unreasonable roots.

How Should They Be Expressed?

The purpose of youth employment competencies in the basic education area is to help young people learn skills needed to successfully enter the world of work. It is not easy to arrive at consensus on a particular set of competencies in any locality. Employers are looking to hire those who can meet certain entry level qualifications upon graduation from employment and training programs.

The basic education skills required to perform a specific job or particular set of tasks need to be determined in each SDA. Educators often work with employers to identify occupationally-related basic education skill requisites. These competencies are then ratified by the PIC and formatted into one of the seven options discussed previously. At that point, it must be decided whether: (a) to express the basic educational competencies in terms of a summative grade level requirement per occupation, e.g., reading at the ninth grade level to be a welder, or (b) to break down the basic educational requirement into a list of functional or applied competencies needed for the occupation, e.g., to meet the basic education needs for welding, the young person must achieve 80% of the following ten competency statements related to reading.

The grade level or functional/applied competencies determination is most relevant to those strategies that are occupationally-based, although it does have some relevancy to the incremental approach. Those options that are programmatically founded are most often expressed as G.E.D. segment scores, course grades, or examination performance ratings — all usually described without reference to grade levels. Programs that use the standardized strategy are occupationally grounded in the broad, across-the-board sense. However, those programs that tie basic education competencies to individual occupational choices ought to be prepared for those instances in which young people are unwilling or unequipped to make such a selection. It might make sense to keep one of the other strategic options open to handle such occurrences, i.e., to consider a combination approach.

The Test of Adult Basic Education expresses results in grade levels (up to twelfth) for reading, writing, and math. However, one instrument cannot cover every need. In many cases, desired basic education competencies cannot be designated by a certain grade level. In addition, grade levels of job requirements are hardly mentioned at all in studies.

It may be easier to do the standardized than the individualized approach using grade levels, because ascertaining the requirements for one job factor across multiple occupations is easier than determining skill requisites for a great number of different factors within a single job. Analyses of literacy requirements of specific occupations have been few, sporadic, and difficult to compare. The most common methodology has been the compilation of occupational handbooks which attempt to describe performance objectives for various occupations with levels of ability stated in general terms, such as:

- the ability to read material covered by X type of training/job
- the ability to do written assignments related to Y type of training/job
- the ability to perform math calculations pertaining to Z type of training/job

The grade level mode of expression appears less closely related to one specific job than to a group of jobs in general; it thus seems to be more recognized and transferable. The functional/applied mode of expression appears more closely related to one specific job than to a group of jobs in general; this seems to make it somewhat less recognized and transferable.

The San Mateo County (California) Office of Education has developed a comprehensive approach to identifying, formulating, and utilizing functional/applied basic education competencies required for training and subsequent employment in particular occupations. The focus is on the provision of job-related, open-entry/open-exit, self-paced, individualized basic skills instruction when it is needed, and in a way that clarifies for the client the relationship between the competencies and the job. To put together such a program, there must be a way to determine the exact skills young people need for a certain occupation in a timely fashion.

A comprehensive bank of math, reading, and writing skills provides the organizing principle. This bank of over 400 measurable skills is described in the Taxonomy of Instructional Objectives. The Taxonomy provides the universe from which job training instructors can select those basic education skills needed to enter a particular training class and subsequently succeed on the job. This is done through Entry Standards Assessment (ESA). The Taxonomy also provides the structure for managing the individualized basic skills instruction.

An Entry Standards Assessment is an eight or ten page list of approximately 30 job-related tasks. The front page explains to the participant that it is a skills check, with instruction available if the individual has difficulty.

Each of the tasks is explained in relationship to the job at hand to give the participant a clearer picture of the job. More importantly, each is related to an instructional objective in the Taxonomy of Instructional Objectives. This instructional objective doesn't change, but the tasks to test it do. They are different on ESAs for different training programs, but all are designed to determine whether enrollees can perform this particular measurable objective. For example, instructional objective 2A.7 is "Find the common denominator of two or more fractions." It applies to a lot of different occupations in a variety of ESAs. The test items vary, but the learning goal does not. The 400 instructional objectives are the core of this approach.

Each Entry Standards Assessment includes a selection of basic education skill items from the Taxonomy of Instructional Objectives. The Taxonomy provides the basis for determining what competencies in the area of basic education are needed for specific occupational skills training and placement in the same type of work. The participant is diagnosed in terms of his/her capabilities in those requirements. The resultant individualized prescription is described in terms of learning these instructional objectives, as treatment.

The Taxonomy furnishes the language which is transferred to the ESA: a) to enable job training instructors to communicate to basic skills instructors and counselors the particular skill standards required to enter and succeed in job training, and b) to enable counselors to effectively inform clients of their standing in respect to these skill training requirements.

The basic education skills instructor reviews the ESA with the enrollee, noting those competencies that have been demonstrated. The instructor uses those items not successfully achieved as the foundation for developing an individualized instructional program for each person. Using the Diagnostic Book, the instructor can go from a tested item to the skills which are prerequisite to it. These need to be learned in order for clients to master the remaining instructional objectives not achieved in the initial ESA experience. During basic skills brush-up, each enrollee's progress is charted so that he/she can see where he/she is going and why he/she is studying a particular skill. This is accomplished by use of the Daily Assignment Sheet and the Skills Profile. It appears that the ESA is the pivotal programmatic document and procedure. To develop an Entry Standards Assessment, those 30 or 40 job-related test tasks must be identified which accurately reflect the math, reading, and writing skills a participant needs to enter training. These test tasks should also be fairly accurate in their degree of difficulty. Thorough familiarity with the Taxonomy of Instructional Objectives is essential.

Most of the work in this case is done with the instructor to clearly and comprehensively delineate the basic education skills needed for job training. After this is completed, the Taxonomy is reviewed for instructional objectives which express these skills exactly or which closely match them, at least. Test items already developed for those instructional objectives are studied. These are contained in the Book of Items Used and the Back Up Items Book, in which all of the items used on all the ESAs are arranged by code number in the same order as the Taxonomy. The ones that test — in the most suitable way — those instructional objectives related to the job skills training basic education requirements are used in the first draft of the ESA. The stem, the introductory portion of each item, usually needs to be rewritten to reflect information relating to this specific job. This provides the enrollee with a practical reason for learning the reading, writing, or math competency.

The ESA may go through one or more revisions until it is complete and accurate. It should contain all of the basic education skills competencies required to succeed in training and the labor market. In some cases, items might need to be developed relating to instructional objectives not previously used. This will require back-up items to be written. Back-up items must be formulated for each item used in any Entry Standards Assessment. Clients must pass all items (100%) prior to entering job skills training in San Mateo County.

Display 94 contains three parts, a page from the Taxonomy of Instructional Objectives, a graphic of how the ESA links basic skills to job training, and a page from the Diagnostic Book. Display 95 presents a sample Entry Standards Assessment. Display 96 provides a questionnaire for analyzing jobs which could prove quite valuable to those considering developing a set of functional/applied basic education competencies. Display 97 shows a more focused survey format for identifying particular basic education competencies related to specific activities and sites. It could well be used in conjunction with the questionnaire for analyzing jobs contained in the previous display. All of the material in Displays 94 through 97 was prepared by the San Mateo County Office of Education. (See Displays 94, 95, 96, and 97.)

Text Continues on Page 472

Display 94 - Part A

INSTRUCTIONAL OBJECTIVES

UNIT 2. FRACTIONS

Fractions used for test items are to be those which could realistically be expected to be used in occupational work (e.g., one to two digit denominators or even hundreds or thousands). Fractions used in occupational operations generally have denominators such as 2, 3, 4, 5, 10, 25, 100, 1,000, 2,000 and not 7, 9, 37, 1,005 etc. Comparison or reduction of fractions usually involves no more than three fractions and the denominators usually have a measurement relationship such as x/4, x/8, x/16, or x/9 and x/27.

ITEM A - READ AND WRITE

2A.1a In a given diagram or illustration, name the fraction which represents a given number of parts out of a total number of equal parts.

2A.1b Read fractions orally and explain that a fraction represents a given number of parts out of a total number of equal parts.

2A.2 Reduce a fraction to its simplest form (lowest terms).

2A.3 Change improper fractions to mixed numbers and mixed numbers to improper fractions.

2A.4 Write equivalent fractions for a given fraction given a new numerator and denominator.

"2A.5" here in the Taxonomy of Instructional Objectives (Appendix B) →

2A.5 Arrange a set of fractions and/or mixed numbers in ascending or descending order.

2A.6 Write what fractional part one number is of another in simplest form.

2A.7 Find the common denominator of two or more fractions.

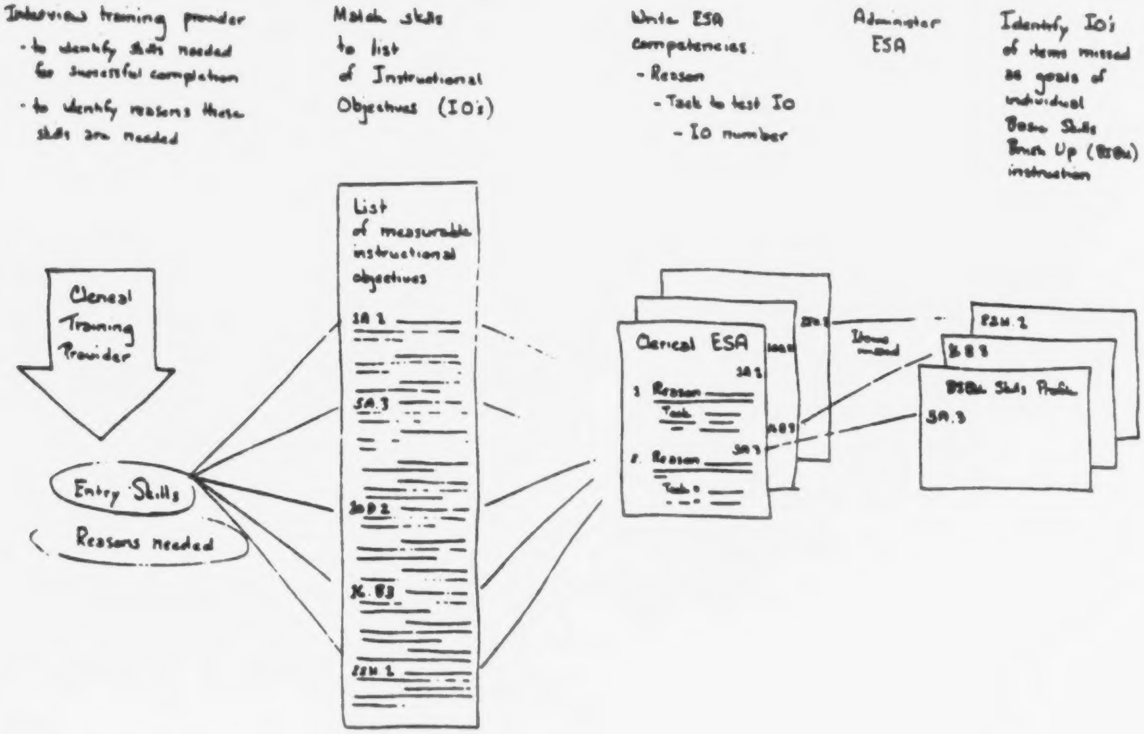
2A.8 Given two fractions, write equivalent fractions for each using the common denominator.

Many training programs require 2A.5, arrange a set of fractions and/or mixed numbers in ascending or descending order. Tasks to test this instructional objective are different on ESA's for different training programs. All of them, however, test whether the student can complete this measurable objective.

Display 94 – Part B

The Basic Skills Brush Up instructor reviews the ESA with the client, noting the skills he has been able to demonstrate. The instructor begins the diagnosis with the test tasks the client was not able to complete. The basic skills instructional program is developed as a result.

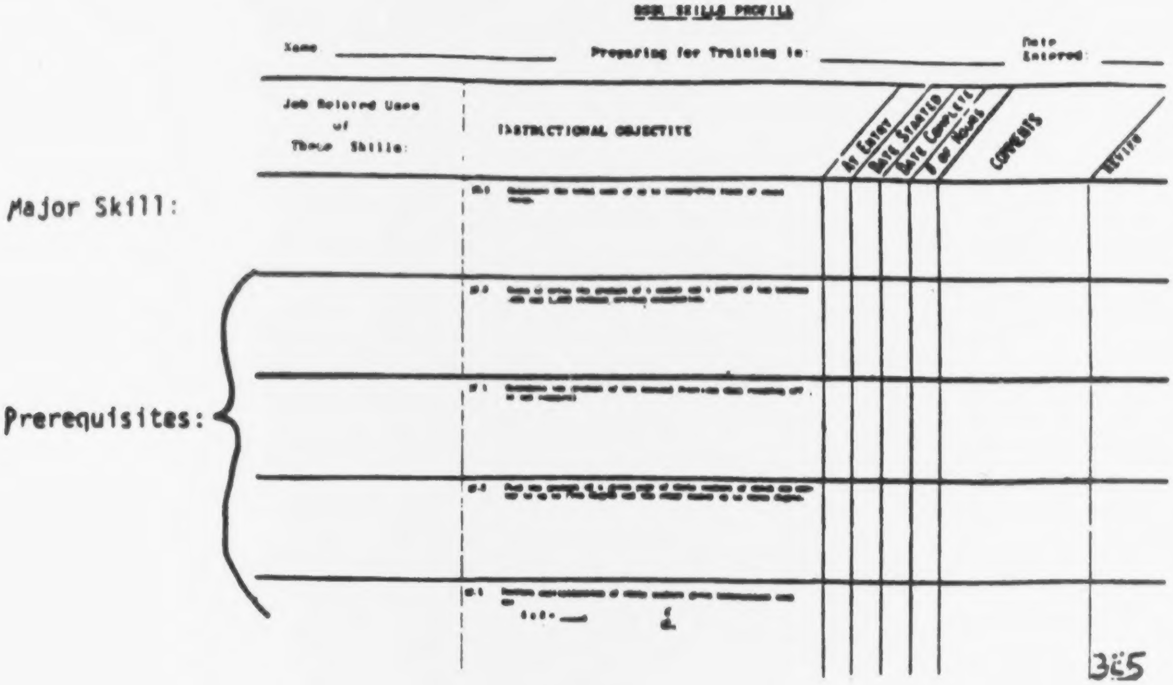
HOW THE ESA LINKS BASIC SKILLS TO JOB TRAINING


Interview training provider
- to identify skills needed for successful completion
- to identify reasons these skills are needed
Match skills to list of Instructional Objectives (IO's)
Write ESA competencies
- Reason
- Task to test IO
- IO number
Administer ESA
Identify IO's of items missed as goals of individual Basic Skills Brush Up (BSBU) instruction
Clerical Training Provider
Entry Skills
Reasons needed
List of measurable instructional objectives
SA.1
SA.3
SD.2
X.B3
ESM.1
Clerical ESA
SA.1
1 Reason
Task
2 Reason
Task
SA.3
Items missed
ESM.1
X.B3
BSBU Skills Profile
SA.3

Display 94 - Part C

If you need help identifying what skills are prerequisite to one another, go to the Diagnostic Book. This book lists the skills which are prerequisite to each Instructional Objective. Locate the Instructional Objective code in the lower right hand corner and read the prerequisites to the major skills.

The major skill is listed first. The prerequisites are listed under it.



BASIC SKILLS PROFILE

Name: ______ Preparing for Training in: ______ Date Entered: ______

Job Related Uses of These Skills: | INSTRUCTIONAL OBJECTIVE | At Entry | Date Started | Date Complete | # of Hours | Comments | Review

Major Skill:

Prerequisites:

385

Display 95.

A SKILLS CHECK

This skills check is to help you and your counselor know if you have the math, reading, writing and listening skills needed for training for this job. The instructor of the course asks that you have these skills before coming to training. If you don't have these skills, we offer classes to help you learn them. You'll only work on the skills you'll need and then you'll move into training.

Relax. Take your time.

Don't worry. If you can't do it now, you will have the opportunity to learn.

NAME____

COUNSELOR'S NAME____________________ETU_____

DATE OF YES/NO REVIEW____________________

DATE ESA COMPLETED____________________

CABLE TV INSTALLER

ENTRY STANDARDS ASSESSMENT

ENTRY STANDARDS ASSESSMENT (E.S.A.)
for
CABLE TV INSTALLER
Provided by Worldwide Educational Services

Check The Items You Can Do

1. Cable TV Installers need to solve practical math problems on the job. To show you can do this solve the following problem:

The signal from a TV channel loses 13 decibels when it travels through 100 feet of a certain cable. If it takes 25 feet of this cable to connect the antenna to the TV set, how many decibels are lost from the antenna to the TV set?

____

______ 1C.5

2. A Cable TV Installer may need to multiply by a fraction to figure the loss in signal strength over a length of cable.

Multiply by the following fractions:

______ 2C.1a

a. 1/2 x 58 = ________

b. 3/4 x 60 = ________

c. 7/10 x 80 = ________

Standards stipulated by Training Instructor
Developed by CLIA Staff Development Project
10/9/81

Check The Items You Can Do

3. Since signal strength is measured in decimal numbers, a Cable TV Installer often needs to multiply decimals.

Multiply the following decimal numbers:

______ 3C.1

a. 8.4 x .75

b. 3.2 x 1.5

4. A Cable TV Installer may need to add in the cost of additional work requested by a customer.

Add the following amounts:

______ 3E.3

a. $12.25 5.60 + 2.02

b. $49.95 5.00 + 2.50

Check The
Items You
Can Do

5. Cable TV installers often use calculators and will need to convert fractions to decimals.

Convert the following fractions:

______
5A.1a

a. 7/10 = ______

b. 3/4 = ______

c. 4/5 = ______

6. To order the right amount of cable, Cable TV Installers must be familiar with distance measurements.

______
61.1

a. How many inches are in a foot? _____

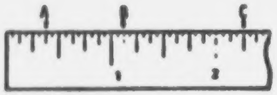
b. How many feet are in a yard? _____

Check The
Items You
Can Do

7. To drill holes for cable in the right place, a Cable TV Installer must be able to read a ruler.

Write the measurements shown by the letters on the ruler below:

______
8A.5c

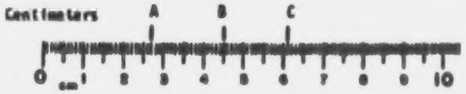


A = ____ B = ____ C = ____

8. Metric units are used to describe electronic parts for cable TV

Write down the measurements indicated by the letters on the scale below:

______
8A.5d



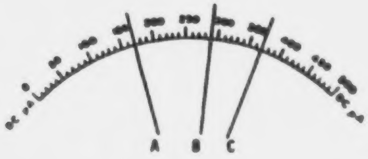
A____ B____ C____

Check The
Items You
Can Do

9. Cable TV Installers must read a meter to measure signal strength.

Write the measurements shown by the letters on the meter below:

____
8A.5d



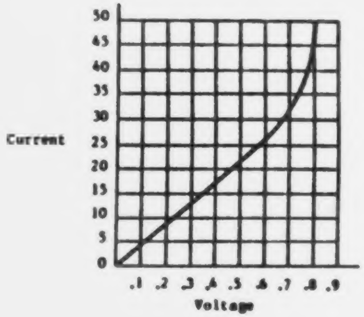
A = ____ B = ____ C = ____

---

10. Line graphs are often used to give information about the electronics theory needed to install cable TV.

Using the following graph, answer the questions below:

____
10A.1



a. When the voltage is .4, what is the current (approximately)?

____

b. When the current is 50, what is the voltage?

____

Check The
Items You
Can Do

11. Cable ". Installers must read a variety of charts and tables to get electronics data on the parts they use.

Use the following chart to answer the questions below:

______
16B.3

RESISTER COLOR CODE			
COLOR	FIRST NO.	SECOND NO.	MULTIPLIER
BLACK	NOT USED	0	x 1
BROWN	1	1	x 10
RED	2	2	x 100
ORANGE	3	3	x 1,000
YELLOW	4	4	x 10,000
GREEN	5	5	x 100,000

a. What is the number for "yellow" in the "Second No." column?

______

b. What color has the number "2" in the "First No." column?

______

c. What color has the multiplier x 1,000?

______

Check The
Items You
Can Do

12. In reading about installing cable TV, you will meet many new concepts and technical terms. A glossary will define these terms for you.

Use the following glossary to answer the questions below:

______
16F.4b

AFT - abbreviation for automatic fine tuning on a television receiver.

AGC - abbreviation for automatic gain control on TV receivers which permit them to accept a wide range of signal levels.

Amplifier - a device for increasing the level of a signal.

Amplitude - a way of describing the relative level of a signal.

Antenna - A device for picking up radio frequency signals off the air.

Antenna rotor - A machine which will turn an antenna when directed by a command from a control box.

Attenuator - a device when introduced into a cable which carries a signal, will reduce the level of that signal.

Beam - the act of aiming an antenna in a particular direction.

Boom - The section of an antenna onto which the elements are mounted.

Broadband antenna - an antenna that is constructed to receive frequencies over a wide range. Usually intended to mean all VHF television channels and in some cases including UHF.

a. What does an antenna do?

______

b. What is the boom?

______

c. What does AFT stand for?

______

Check The
Items You
Can Do

13. To Learn cable TV installation, you will need to read some technical materials.

As an example, read the following passage and write answers to the questions below:

____
17A.5

STANDARD PRACTICES

Initial Approach

You are the CATV company. When you knock on the door to make an installation, be sure you make a good personal appearance. Clean and neat.

You should wear clothes that are practical for the job you are doing.

Be careful not to scratch walls or furniture with your tool pouch.

In bad weather, remove overshoes, or wipe boots clean.

Introduce yourself, saying "I'm John Doe from Cable-vision. I'm here to install your cable television service."

You are not to go into a home if no one is home without written authorization from the home owner. If a signed note is provided by the office, or is left at the subscriber's home for you, attach it to the work order for permanent filing. If a person other than the subscriber lets you in, encourage their attendance during the installation. If a signed note is left, we will assume the installation of the set will be in the same position as it is presently in the home, unless the note specifies to the contrary.

Determine subscriber's wishes

Ask to see location of television set or sets. Ask if set is used in more than one location in home, or in any particular room.

Advise subscriber that an inner wall location may cause a glare from opposite windows. Point out that some indirect room lighting is desirable while viewing, whether night or day.

a. If no one is home when you arrive, what must you have to go in?

____

b. What should you do if the sbuscriber is not home, but someone else is?

____

c. If the TV is located on an inner wall, what should you tell the subscriber?

____

---

14. As a Cable TV Installer you will fill out a form to record the work you do on each installation.

Using the information given, fill out the form below. Please print.

____
22B.1

Today you installed cable for John Black, who lives at 5543 Park Avenue in San Mateo. His phone number is (415) 356-3123. The job number is 15355.

The equipment you installed was:

a decoder - Model 42C S/N 05
a converter - Model 36 S/N 23
250 feet of cable
2 type B splitters

WORK ORDER FORM

Date __________ Job # ________________
Customer:
Name. ______________________________
Address______________________________
City. ______________________________
Phone. (   )______________

Equipment.
Decoder Model______________ S/N______________

Converter Model______________S/N ______________

Cable _______feet Splitters _______ Type____________
Other Equipment (Specify)
____
____

Display 96.

San Mateo County Office of Education
333 Main Street
Redwood City, CA 94063
(415) 363-5400

Superintendent of Schools
William K. Jennings

Vocational Education Division
Robert L. Obrey, Assistant Superintendent

Career Preparation Programs
Emily Glines, Administrator

ANALYZING JOBS: A QUESTIONNAIRE FOR COUNSELORS AND TEACHERS

o to identify skills which can be learned during work experience

How To Use This Questionnaire

There are two parts to this form. The first part, comprising the sections labelled "Job Description" and "Job Information", asks for general information about the job and specific information about the site, employer, and job title.

The second part asks questions to elicit specific information about tasks on the job. If a supervisor answers "yes" to the general questions listed on the tab, turn to that page and ask the questions listed above the tab. Record each response. Collect job-related examples of as many tasks as possible.

On completing the interview, thank the supervisor for his/her time and agree to send copies of any products which result from his/her cooperation.

* * * NOTE * * *

The actual format of this booklet could not be reproduced here. In order to simulate its appearance as closely as possible, the titles (questions) that appeared on the tabbed portion of the pages (which get sequentially longer) are boxed.

Site Supervisor: ______________________________

Title: ______________________________

Name of Site: ______________________________

Address: ______________________________

______________________ **Phone Number:** ______________

Job Title: ______________________________

D.O.T. Code: ______________ **D.O.T. Title:** ______________

Initial Contact Person: ______________________________

Date of Interview: ______________________________

Job Information

ASK THE SITE SUPERVISOR TO BRIEFLY EXPLAIN THE JOB AND ITS RELATIONSHIP TO THE COMPANY AS A WHOLE. USE THE SPACE BELOW TO RECORD THIS INFORMATION.

Job Description

A. DO YOU USE WHOLE NUMBERS? FRACTIONS?
DECIMALS? PERCENTS?

B. DO YOU ADD? SUBTRACT?
MULTIPLY? DIVIDE?

C. WHAT COMPUTING MACHINES ARE USED?

D. HOW IS THE COMPUTATION RECORDED?

Are any of these skills required on entry?

For which skills will you provide training?

Compute? Yes _____ No _____

A. IS THE DATA NUMBERS? COLOR CODED? WORDS?

B. HOW ARE THE CRITERIA STATED?

C. IS THE DATA ON PAPER? MICROFILM? COMPUTER?

D. WHAT FACTORS ARE USED FOR COMPARISON?

Are any of these skills required on entry?

For which skills will you provide training?

Sort or Arrange? Yes _____ No _____

A. IS THE DATA NUMBERS? WORDS?

B.IS THE DATA COPIED BY HAND? TYPED?

C.IS THE DATA COMMUNICATED ORALLY? ON FORMS?
ON COMPUTERS? ON MICROFILM?

Are any of these skills required on entry?

For which skills will you provide training?

Copy, Enter, or Post? Yes _____ No _____

A. IS THE INSTRUCTION LECTURE? DISCUSSION?
ROLE-PLAYING? AUDIO-VISUAL?

B. WHAT IS BEING TAUGHT?

C. TO WHOM OR WHAT IS IT BEING TAUGHT?

D. IS THE CURRICULUM PRESCRIBED?

E. WHERE DOES THE TEACHING TAKE PLACE?

F. WHAT IS THE EVALUATION PROCEDURE?

G. WHAT IS THE PURPOSE OF THE INSTRUCTION?

Are any of these skills required on entry?

For which skills will you provide training?

Teach, Train, or Supervise? Yes _____ No _____

A. WHERE DOES THIS TAKE PLACE?

B. WHAT IS THE AUDIENCE COMPOSITION?

C. WHAT MATERIALS OR OBJECTS ARE USED?

Are any of these skills required on entry?

For which skills will you provide training?

Entertain? Yes _____ No _____

A. IS THIS FOR A PRODUCT? SERVICE? POINT OF VIEW?

B. WHERE DOES THE WORKER DO THIS?

C. HOW LARGE ARE THE GROUPS?

D. WHAT IS THE AUDIENCE COMPOSITION?

Are any of these skills required on entry?

For which skills will you provide training?

Persuade? Yes _____ No _____

A. IS THE INFORMATION COMMUNICATED ORALLY? IN WRITING? IN A LANGUAGE OTHER THAN ENGLISH? WITH GESTURES?

B. THE INFORMATION PROVIDED CONCERNS: RULES? REGULATIONS? PRODUCTS? JOBS? OTHERS?

Are any of these skills required on entry?

For which skills will you provide training?

Provide Information to Other People? Yes _____ No ___

A. IS THE INFORMATION PUT ON FORMS? TYPED?
ENTERED INTO COMPUTERS?

B. ARE DECISIONS MADE BY WORKERS BASED ON PEOPLE'S RESPONSES?

C. ARE THE QUESTIONS PRESCRIBED?

Are any of these skills required on entry?

For which skills will you provide training?

Obtain Information From Other People Yes _____ No _____

A. ARE THE REQUESTS COMMUNICATED IN WRITING? ORALLY?
BY GESTURES?

B. WHAT IS THE POPULATION LIKE?

INFIRM? AGED?
YOUNG? ANIMALS?

Are any of these skills required on entry?

For which skills will you provide training?

Respond to Needs or Requests of People/Animals? Yes ____ No ___

A. WHAT EQUIPMENT OR MACHINES ARE USED?

B. WHAT DO THE MACHINES DO?

C. ARE CONTROLS USED BY THE WORKERS?

D. IS THE WORK INSIDE OR OUTSIDE?

Are any of these skills required on entry?

For which skills will you provide training?

Operate Moving Machines Yes _____ No _____

A. WHAT MACHINES OR EQUIPMENT ARE USED?

B. WHAT IS PRODUCED?

C. WHAT CONTROLS ARE USED?

Are any of these skills required on entry?

For which skills will you provide training?

Operate Stationary Equipment or Machines? Yes ____ No ____

A. WHAT MACHINES ARE RUN?

B. WHAT CONTROLS ARE USED?

C. HOW ARE MALFUNCTIONS INDICATED?

D. WHAT ACTION IS TAKEN IN CASE OF A MALFUNCTION?

Are any of these skills required on entry?

For which skills will you provide training?

Run Machines Set Up By Other Workers? Yes ____ No ____

A. WHAT TOOLS OR EQUIPMENT ARE USED?

B. HOW STRICT ARE PRECISION REQUIREMENTS?

C. WHAT ADJUSTMENTS ARE MADE?

Are any of these skills required on entry?

For which skills will you provide training?

Hand Tools? Yes ____ No ____

A. WHAT MACHINES ARE BEING LOADED OR UNLOADED?

B. WHAT IS BEING LOADED OR UNLOADED FROM THE MACHINES?

Are any of these skills required on entry?

For which skills will you provide training?

Load/Unload Automatic Machines? Yes _____ No _____

A. WHAT IS BEING MOVED?

B. ARE MACHINES OR TOOLS USED?

C. IS THE REQUEST WRITTEN? ORAL?

D. WHAT IS THE HEAVIEST LOAD TO BE MOVED?

Are any of these skills required on entry?

For which skills will you provide training?

Move or Carry Objects? Yes _____ No _____

Display 97.

What Math, Reading, and Writing Skills Do Your Students Need?

Whole Numbers

___ 1A.3 Read a whole number in words.

___ 1A.4 Write a whole number given the word name.

___ 1A.5 Count

___ 1A.6 Arrange in order

___ 1B.2 Add

___ 1B.4 Subtract

___ 1C.2 Multiply

___ 1C.4 Divide

___ 1E.1 Round Off

Solve word problems with:

___ 1B.5 Addition and/or Subtraction

___ 1C.5 Multiplication and/or Division

___ 1D.1 Combination of functions

Give examples from job or training:

State situation and use and write typical numbers

Whole Numbers

Read ___

Write ___

Count ___

Arrange ___

Add ___

Subtract ___

Multiply ___

Divide ___

Round Off ___

Word Problems ___

* * * NOTE * * *

The actual format of this booklet could not be reproduced here since the pages are progressively wider and oriented horizontally. Display pages duplicate, as closely as possible, the actual layout of individual page spreads. The far right column of each page is visible when the booklet is closed.

Fractions

___ 2A.1b Read and explain. . .

___ 2A.5 Arrange fractions in order

___ 2B.3 Add fractions

___ 2B.8 Subtract fractions

___ 2C.3 Multiply fractions

___ 2C.5 Divide fractions

Solve word problems with fractions:

___ 2B.9 Addition and/or Subtraction

___ 2C.6 Multiplication and/or Division

___ 2D.1 Combination of functions

Give examples from job or training:

State situation and use
typical numbers

Fractions

Read ___

Arrange ___

Add ___

Subtract ___

Multiply ___

Divide ___

Word Problems ___

Decimals and/or Dollars and Cents

___ 3A.1 Read decimal numbers and write in words
___ 3E.1 Read amounts and write in words

___ 3A.2 Write decimal numbers given word names
___ 3E.2 Write amount given word names

___ 3A.3 Arrange decimals in order

___ 3B.1 Add decimals
___ 3E.3 Add amounts

___ 3B.2 Subtract decimals
___ 3E.4 Subtract amounts

___ 3C.1 Multiply decimals
___ 3E.5 Multiply amounts

___ 3C.4 Divide decimals
___ 3E.6 Divide amounts

___ 3D.1 Round off decimals
___ 3E.8 Round off amounts

Solve word problems with decimals or amounts:

___ 3B.3 Addition and/or subtraction
___ 3E.11 Addition and/or subtraction

___ 3C.6 Multiplication and/or division
___ 3E.12 Multiplication and/or division

___ 3F.1 Combination of functions
___ 3F.2 Combination of functions

Give examples from job or training:

State situation and use typical numbers

Decimals	Dollars and Cents

Decimals, Dollars and Cents

Read ___
Write ___
Arrange ___
Add ___
Subtract ___
Multiply ___
Divide ___
Round Off ___
Word Problems ___

Percents and Mixed Operations

Give examples from job or training:

State situation and use typical numbers

__ 4A.1 Identify percents. . .

__ 4B.1 Calculate a percent,
like 5% of 170 = __
5.7% of 17.3 = __

__ 4B.2 Calculate what percent,
like 12 is __% of 60?
12.5 is __% of 60.5?

__ 4B.3 Calculate the original number,
like 5% of __ = 60
5.5% of __ = 60.5

__ 4C.1 Solve word problems
with percents

Convert:

__ 5A.1 a. Fractions to decimals
b. Decimals to fractions

__ 5A.2 a. Percents to fractions
b. Fractions to percents

__ 5A.3 a. Percents to decimals
b. Decimals to percents

Mixed Operations:

__ 5B.1 Find an average

__ 5C.2 Write a ratio

__ 5D. Solve a proportion problem
(word problem)

Percents,
Mixed
Operations

Identify % __

Calculate % __

Word
Problems % __

Convert __

Mixed __

Average

Ratio

Proportion

Measurement, Graphs and Drawings

___ 6A. Calculate Areas (Square, rectangle, triangle, circle, or polygon?) (in a word problem?)

___ 6B. Calculate Perimeters (Square, rectangle, triangle, polygon or circumference of a circle?) (in a word problem?)

___ 6C. Calculate Volumes

___ 6D.1 Add and Subtract Liquid measurements

___ 6E.1 Add and Subtract Weight measurements

___ 6F.1 Add and Subtract Distance measurements

___ 6G.1 Subtract 12-hour Clock Times

___ 6H.1 Calculate Costs given wages, time, and cost of materials

___ 6I. Convert Units (Distance, area, capacity or weight?)

___ 8A.5 Write Measurements from a sketch of a graduated scale

___ 9A. Use Metric Measure

___ 10A.1 Read Graphs (Circle, bar or line?)

___ 12A.1 Identify features on Scale Drawings

Give examples from job or training:

State situation and collect copies of actual materials used.

Measurement, Graphs, and Drawings

Area ___

Perimeter ___

Volume ___

Capacity ___

Weight ___

Distance ___

Time ___

Cost ___

Units ___

Grad. Scales ___

Metric ___

Graphs ___

Drawings ___

Reading

__ 15B.1 Read signs (such as CAUTION, FLAMMABLE, etc.)

__ 16A.4 Read Forms (such as Work Orders, Job Orders, Purchase Orders, Sales Slips, etc.)

__ 16B.3 Read Charts and Tables (such as Tax Tables, Conversion Tables, Organization Charts, and those found in manuals and training textbooks.)

__ 16D.3 Read Manuals and Reference Books including Tables of Contents, Index, and typical pages

__ 16E.2 Read Newspaper Want Ads including common terms and abbreviations in job descriptions

__ 16F.4b Use the Dictionary or Glossaries from texts or references

__ 16G.5 Read Maps

Comprehension in order to:

__ 17A.3 State the Main Idea or Outcome

__ 17A.4 Answer True/False Questions (in textbooks, tests, etc.)

__ 17A.5 Answer Factual Questions (about text material, letters, requests, reports, etc.)

__ 17A.13 Follow Instructions (to take tests, operate or repair equipment, etc.)

__ 25C.5 Use the Telephone Book

Give examples from job or training:

State situation and collect copies of actual materials used.

Reading

Signs __
Forms __
Charts Tables __
Manuals Reference Books __
Newspaper __
Dictionary Glossary __
Maps __
Comprehension __
  Main Idea
  T/F
  Facts
  Follow Direction
Telephone Book __

Writing

Dates:

___ 21A.2a Identify most recent date

___ 21A.3 Write date correctly punctuated and capitalized

Time:

___ 21A.4 Tell time within 5 minutes

___ 21A.5 Write time, i.e., 8:00, eight o'clock, 8 o'clock

___ 21A.6 Use A.M. and P.M. correctly

On Forms:

___ 22A.1 Write phrases on forms (Is correct spelling essential?)

___ 22B.1 Write complete sentences on forms

Grammar:

___ 22C.1 Recognize complete sentences

___ 22C.25 Make correct subject-verb and pronoun agreement

___ 22C.26 Use correct verb tense

___ 22C.39 Use correct capitalization

___ 22C.40 Use correct word of commonly confused word pairs

___ 22C.42 Punctuate sentences correctly

Short Notes:

___ 22D.1 Take messages, conveying information accurately

Give examples from job or training:

State situation which calls for skill

Writing

Dates ___

Time ___

Phrases ___

Sentences ___

Grammar ___

Short Notes ___

Listening

Comprehension to:

___ 19A.10 Answer Factual Questions. . .

___ 19A.15 Follow Oral Instructions (How complex?)

Speaking:

___ 25A.2 Give Information (How technical?)

___ 25A.5 Give Directions (How complex?)

___ 25C.6 Use the Telephone (How essential to the job?)

Give examples from job or training:

State situation which calls for skill

Listening, Speaking

Answer Questions ___

Follow Direction ___

Give Info ___

Give Direction ___

Use Telephone ___

Skills were selected from the A.C.E. Taxonomy of Instructional Objectives.

This survey was developed by:

Vocational Education Special Projects
San Mateo County Office of Education
333 Main Street
Redwood City, CA 94063

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What Degree of Specificity Should Be Used?

The functional/applied approach to basic education youth employment competencies could encompass either generic skills, transferable to all occupations, or capabilities related to particular occupations and certain jobs. Following the San Mateo County tenets, a large group of competency statements could be established for adaptation to significant numbers of different settings or purposes. This array of basic education competencies could be geared to general world of work entry, like the standardized, occupation-based option. It could also be adjusted to afford a strong foundation in basic skills to prepare for and obtain a specific type of desired employment, like the individualized, occupation-based strategy. The functional/applied approach is quite flexible, having a **degree of specificity** ranging from the general to the particular. Competencies constituted and expressed this way could enable young people to learn many specific vocational tasks, as well as furnish them with the adaptive capacities needed to respond to changing job responsibilities.

The Wisconsin Youth Competencies Task Force recommended a general list of twelve reading, nine writing, and thirty math competencies from which PICs can choose those they feel are important for their participants. These functional/applied capabilities would need to be formatted into competency statements that would either retain their present generic nature or make them especially applicable to certain situations. Display 98 shows the Wisconsin list. (See Display 98.)

The Private Industry Council of South Florida developed the Remedial Education Benchmarks contained in Display 99. Included also are instructions to subcontractors. This array provides an excellent starting point for localities wishing to utilize the functional/applied approach in any of a variety of ways. (See Display 99.)

Display 100 presents an excellent example of functional/applied competencies constituted in an individualized approach based on the requirements of a specific occupation. The rationale is included to further clarify the intent of the Humboldt County (California) SDA. The section of the appendix keyed to this chapter has other sample listings of basic education skills. (See Display 100.)

Text continues on page 483

Display 98.

The Youth Competencies Task Force has recommended the following list of twelve reading, nine writing and thirty math competencies from which PICs can choose those they feel are important for their participants.

READING

Interpret Signs and Labels
Follow Directions in Sequential Order
Use a Road and Street Map
Use a Dictionary
Use a Library
Gain Information from Newspapers and Magazines
Use the Phone Book as an Information Source
Read and Write Day, Months and Time of Day
Use a Textbook and Reference Materials
Read Consumer Information
Interpret Information for the World of Work
Interpret Forms

WRITING

Record Personal Information for Self and Others
Write Messages and Reports
Write Resume and Personal Information Sheet
Write Letter
Complete Forms
Write Sentences
Write Paragraphs
Write Compositions
Identify Study Skills and Test Taking Skills

MATH

Identify Whole Numbers
Add Whole Numbers
Subtract Whole Numbers
Multiply Whole Numbers
Divide Whole Numbers
Solve Word Problems Using Whole Numbers
Identify Fractions and Equivalent Fractions
Add Fractions
Subtract Fractions
Multiply Fractions
Divide Fractions
Solve Word Problems Involving Fractions
Identify Amounts of Money
Identify Decimals
Add Decimals
Subtract Decimals
Multiply Decimals
Divide Decimals
Convert Decimals to Fractions
Solve Word Problems Involving Decimals
Compare Fractions, Decimals, Percent
Calculate Percent of a Number
Calculate the Rate
Calculate the Principal
Solve Word Problems with Percents
Read Graduated Scales
Solve Problems Using Linear Measurement
Use Electronic Calculator
Solve Problems Using Area
Solve Problems Using Volume

Display 99.

REMEDIAL EDUCATION BENCHMARKS

Provided below is a complete set of benchmarked training standards for remedial education programs. Some projects may choose to cover all benchmarks, but others may choose to cover only selected segments of the complete set of benchmarks. Some projects select specific benchmarks for individual students based on their diagnoses of individual students' deficits. Remedial education operators applying for funding will have to specify in their proposals which of these benchmarks they anticipate covering (if the curriculum will focus on only a portion of the full set of competencies specified in the benchmarks) and how the benchmarks will be incorporated in the diagnostic-prescriptive approach the project will be using.

Submit Attachment A as part of your proposal. Circle the benchmark numbers pertaining to the material you propose to cover and provide the requisite explanations in your narrative.

REMEDIAL EDUCATION (READING)

Benchmark Number	Element	Benchmark
1.	Sight Vocabulary	Given 50 randomly selected basic sight words, the participant will pronounce the words correctly.
	Phonics	
2.	Consonants	Provided a series of words, participant will identify and pronounce consonant sound (initial, medial, final), to the instructor's satisfaction.
3.	Vowels	Provided a series of words, the participant will identify and pronounce long and short vowel sounds, to the instructor's satisfaction.
	Structural Analysis	
4.	Compound Words	Provided 25 words, the participant will form compound words for 20 out of the 25 and identify compound words in 10 sentences, with 80% accuracy.
5.	Suffixes	Provided 25 words, the participant will correctly form 25 new words by adding common suffixes (plurals, tense, y, ly, less, tion, etc.) and will pronounce and use the new words in sentences, with 80% accuracy.
6.	Prefixes	Provided 25 words, the participant will correctly form 25 new words by adding common prefixes (un, dis, pre, uni, bi, etc.) and will pronounce and use the new words in sentences, with 80% accuracy.

7.	Root Words/Affixes	Provided 25 words containing prefixes and/or suffixes, the participant will with 80% accuracy identify the root, prefix, and suffix of each word and correctly pronounce 20 of the 25 words.
8.	Syllabication	Provided 25 words of 2 or more syllables, the participant will, with 80% accuracy, separate the words into syllables using the common syllabication patterns and correctly pronounce the words.
	Vocabulary Development	
9.	Words That Sound Alike	Provided 20 incomplete sentences with pairs of words that sound alike (to, too; hear, here; etc.) the participant will choose the contextually appropriate word for 16 of the 20 sentences.
10.	Word Meaning From Context	Provided 10 unfamiliar words and sentences or paragraphs using the words, the participant will use context clues to correctly define 8 of the 10 words.
11.	Roots/Affixes	Provided with a list of 20 multisyllable words containing the 14 most common root words, the participant will apply the meanings of prefixes, suffixes, and roots to correctly define 16 of the 20 words.
12.	Vocabulary	Provided 2 sets of 25 commonly used words, the participant will correctly define 1 set of 25 words, and choose correct antonyms for the second set of 25, with 80% accuracy.
	Comprehension Skills	
13.	Sentence Comprehension	Provided 15 sentences with missing words, the participant will supply the appropriate word by analysis of the context of the sentence, for 12 of the 15 sentences.
14.	Getting Facts	Provided 5 paragraphs and questions about who, what, where, when, and why, the participant will read the paragraphs and answer the questions, with 80% accuracy.
15.	Sequence	Provided 2 paragraphs containing sequential items and/or events, the participant will identify the correct order of the events, with no errors.
16.	Topic Sentences	Provided 5 paragraphs, the participant will identify the topic sentence of each, without error.

17.	Main Ideas	Provided 5 paragraphs, the participant, after reading the paragraph, will identify the main idea of each, with 80% accuracy.
18.	Cause and Effect	Provided 2 paragraphs containing cause and effect relationships, the participant will identify the cause and effect without error, and will identify the words that cue the relationship, with 80% accuracy.
19.	Inferences	Provided 5 reading passages, the participant will correctly answer questions which require him/her to infer information not directly stated in the material, with 80% accuracy.
20.	Critical Reading	Provided 2 articles containing propaganda and 2 containing statements of fact and opinion, the participant will, with 80% accuracy, 1) identify the propaganda techniques utilized (persuasion, emotionally charged statements, etc.) and 2) correctly differentiate fact and opinion statements.
	Practical Reading Skills	
21.	Following Directions	Provided a short selection which contains directions, the participant will follow directions accurately, with no error.
22.	Map Reading	Provided 2 types of maps (road, pictorial), the participant will demonstrate how to read and interpret the maps, with 80% accuracy.
23.	Schedules	Provided various types of schedules (bus, train, etc.), the participant will demonstrate how to read and interpret the schedules, to the instructor's satisfaction.
24.	Charts, Graphs, Tables, Diagrams	Provided a graph, a table, a chart, and a diagram, the participant will interpret and answer questions about the content of each, to the instructor's satisfaction.
25.	Want-Ads	Provided 10 want-ads (jobs, real-estate, etc.), the participant will read and interpret the ads, to the instructor's satisfaction.
26.	Advertisements	Provided 5 advertisements, the participant will read and answer questions about the advertisement, to the instructor's satisfaction.

REMEDIAL EDUCATION (ENGLISH)

27.	Nouns	Provided 25 sentences, the participant will identify the nouns, with 80% accuracy.
28.	Pronouns	Provided 25 sentences, the participant will identify the pronouns, with 80% accuracy.
29.	Noun/Pronoun Replacement	Provided 25 sentences, the participant will replace all nouns with the correct pronouns, in 20 out of 25 sentences.
30.	Verbs	Provided 25 sentences, the participant will identify the verbs, with 80% accuracy.
31.	Past/Present/Future Tense	Provided 25 sentences, the participant will identify past, present, and future tense sentences, with 80% accuracy.
32.	Irregular Verbs	Provided 25 sentences, the participant will supply the simple past tense of each verb and the past participle with have/has/had, in 20 out of 25 sentences.
33.	Sentence Structure	Provided 25 sentences, the participant will identify the complete subject, the complete predicate, the simple subject, and the simple predicate, with 80% accuracy.
34.	Subject/Verb Agreement	Provided 25 sentences, the participant will select the form of the verb that agrees with the subject, with 80% accuracy.
35.	Pronoun/Antecedent Agreement	Provided 25 sentences, the participant will select the pronoun that agrees with the antecedent in each sentence, with 80% accuracy.
36.	Contractions	Provided 10 pairs of words, the participant will write the contracted from of each pair, with 80% accuracy. Provided 5 contractions, the participant will write the two words each contraction represents, with 80% accuracy.
37.	Adjectives and Adverbs	Provided 25 sentences, the participant will identify the adjectives and adverbs, with 80% accuracy.
38.	Prepositions and Conjunctions	Provided 25 sentences, the participant will identify the prepositions and conjunctions, with 80% accuracy.
39.	Sentence Fragments (Clauses & Phrases)	Provided 25 sentences, the participant will be expected to distinguish between sentences and sentence fragments, with 80% accuracy.

40.	Fused and Run-on Sentences	Provided 25 sentences, the participant will identify the fused and run-on sentences, with 80% accuracy.
41.	Kinds of Sentences	Provided 10 sentences, the participant will identify each of the 4 types of sentences, with 80% accuracy.
42.	Sentence Construction	Provided 10 simple words, the participant will generate 10 sentences, and 8 out of 10 sentences will be grammatically correct.
43.	Punctuation	Provided 2 unpunctuated paragraphs, the participant will punctuate the paragraphs with 80% accuracy.
44.	Spelling	Provided 50 commonly used misspelled words orally, the participant will correctly spell 40 out of the 50 words.
45.	Spelling	Provided 50 basic sight words orally, the participant will correctly spell 40 out of the 50 words.
46.	Spelling	Given 20 words orally, and a dictionary, the participant will correctly look up and write the correct spelling of the 20 words.

REMEDIAL EDUCATION (MATH)

47.	Addition of Whole Numbers	Provided 20 addition problems, the participant will add 17 out of the 20 problems without error.
48.	Subtraction of Whole Numbers	Provided 20 subtraction problems, the participant will subtract 17 out of the 20 problems without error.
49.	Multiplication of Whole Numbers	Provided 20 multiplication problems, the participant will solve 17 out of the 20 problems without error.
50.	Division of Whole Numbers	Provided 20 division problems, the participant will solve 17 out of the 20 problems without error.
51.	Addition of Fractions	Provided 25 fraction problems (addition), the participant will solve 20 out of the 25 problems without error.
52.	Subtraction of Fractions	Provided 25 fraction problems (subtraction) the participant will solve 20 out of the 25 problems without error.

53.	Multiplication of Fractions	Provided 25 fraction problems (multiplication), the participant will solve 20 out of the 25 problems without error.
54.	Division of Fractions	Provided 25 fraction problems (division), the participant will solve 20 out of the 25 problems without error.
55.	Addition of Decimals	Provided 25 decimal problems (addition), the participant will solve 20 out of the 25 problems without error.
56.	Subtraction of Decimals	Provided 25 decimal problems (subtraction), the participant will solve 20 out of the 25 problems without error.
57.	Multiplication of Decimals	Provided 25 decimal problems (multiplication), the participant will solve 20 out of the 25 problems without error.
58.	Division of Decimals	Provided 25 decimal problems (division), the participant will solve 20 out of the 25 problems without error.
59.	Percentages	Provided 30 various percentage problems, the participant will solve 25 out of the 30 problems without error.
60.	Exponents & Roots	Provided 25 exponent and root problems, the participant will solve 20 out of the 25 problems without error.
61.	Signed Numbers	Provided 20 signed number problems, the participant will solve 17 out of the 20 problems correctly.
62.	Equation Problems	Provided 20 equation problems, the participant will solve 17 out of 20 the problems correctly.
63.	Graphs	Given 5 graph problems to solve, the participant will solve 4 out of the 5 problems correctly.
64.	Algebraic Word Problems	Given 20 one and two step word problems, the participant will correctly solve 17 out of the 20 problems.
65.	Factoring	Provided 25 factoring problems, the participant will solve 20 out of the 25 correctly.
66.	Plane Geometry	Provided 25 geometry problems, the participant will solve 20 out of the 25 correctly.

Display 100.

BASIC EDUCATION SKILLS

Youth Competencies for Computer Literacy Orientation

This document contains a draft set of basic education skills designed to provide youth with the knowledge and skills necessary for entrance into a Computer Business Occupation Training Program. Youth obtaining these competencies will be appropriate for enrollment into advanced Computer Business Occupation Training Programs operated by either ETD or other agencies.

The youth that successfully complete this program will acquire a working knowledge of the uses of computers in business, the employment opportunities in the computer field, and an understanding of the components of different computer systems. Additionally, the youth that achieve these competencies will obtain the basic skills necessary for the operation of a computer system.

This program willl be provided by ETD in conjunction with Eureka Adult School. This Basic Educational Skills – Computer Literacy Training Program is separate and distinct from the Computer Business Occupation Training Program that ETD also offers in conjunction with EAS.

As stated, this Basic Educational Skills Competency Program has been designed to assist youth to become competent in the skills necessary to successfully complete additional training in Computer Business Occupations.

BASIC EDUCATION SKILLS

Computer Literacy Orientation

A. Computer Literacy

A. 1. Knowledge of computer terminology, systems, data processing cycles, input and output devices, and hardware and software components

Measures:

a. Define a list of 15 basic terms related to computers with 80% accuracy

b. Explain 2 ways that stand alone and network systems differ with 80% accuracy

c. State the 3 steps involved in the data processing cycle with 80% accuracy

d. Define 2 data output devices and 2 input devices with 80% accuracy

e. Define 2 examples of hardware and software components and explain the differences between the 2 with 80% accuracy

Tool/Doc:

a. Written test

b. Written test

c. Written test

d. Written test

e. Written test

B. Computer Operation

B. 1. Operation of special function keys, basic system care, accessing a hard disk system, produce printout, and familiarity with programming procedures

Measures:

a. Demonstrate the ability to operate the 4 special function keys

b. Define the 3 major factors in proper care of a computer system

c. Log on to a hard disk system; from menu select an application program

d. Produce a hard copy of a business letter

e. With supervision, use a flowchart to write a simple computer program

Tool/Doc:

a. Receive trainer's rating of 4 or better on a scale of 1-5 (1 = unable to perform; 5 = performs independently)

b. Oral examination with demonstration

c. Trainer's rating of 4 or better on a scale of 1-5

d. Hard copy of work

e. Hard copy of program

C. Software

C. 1. Know basic software categories and word processing editing commands; ability to create data base and perform spreadsheet math calculations

Measures:

- a. Identify 2 software categories
- b. Perform 5 editing commands in a word processing program
- c. Produce a hard copy of a data base using a data base management system
- d. Use a financial spreadsheet program to maintain a checking account

Tool/Doc:

- a. Written test
- b. Hard copy of edited letter
- c. Hard copy of data base
- d. Hard copy of account

D. Computer Usage in Society

D. 1. Knowledge of computer usage, problems with use, and future direction of computer usage

Measures:

- a. Identify 4 uses of computers with 100% accuracy
- b. Identify 2 problem areas concerning computer usage with 100% accuracy
- c. Identify a possible direction of future computer use

Tool/Doc:

- a. Oral test
- b. Oral test
- c. Oral test

E. Employment Opportunities in the Computer Field

E. 1. Knowledge of job opportunities and the importance of computer literacy as a salable job skill

Measures:

- a. Identify with 100% accuracy 4 jobs that require the use of computers
- b. With 100% accuracy, state 2 reasons why computer literacy is important in today's job market

Tool/Doc:

- a. Written test
- b. Written test

Employers look for applicants with skills meeting entry requirements. Basic education skills needed to accomplish a specific job or group of tasks must be determined. In a good number of cases, the desired competencies can't be designated by a particular grade level. Functional/applied competencies can be too high/low in skill level for the jobs involved. In such circumstances, there is a need to cross check functional/applied basic education capabilities with grade levels. Little — if any — correspondence would be found, because generally they are not comparable. Even if they were, no technology has been developed to facilitate such a comparison on an accurate basis. Therefore, there will be situations in which the identification of fairly exact grade levels or functional/applied competencies required by different occupations will be a problem.

There is a procedure developed by the Department of Labor which identifies basic skills required for every occupation listed in the Dictionary of Occupational Titles. This system, entitled **Relating General Education Development to Career Planning**, enables levels of reasoning, mathematics, and language needed for successful performance on the job to be correlated with a wide range of occupational requirements. (General education development is not to be confused with the major level of education discussed earlier.) The system is old (1971) and was last updated in 1977. It remains accurate, however, according to folks in the State of Michigan, where it is being utilized. Display 101 provides a sample page from the Third Edition of Vocational Preparation and Occupations. This relates directly to Display 102 which presents an explanation of Relating General Education Development to Career Planning. (See Displays 101 and 102.)

There are numerous sources of occupational information and data on job requirements. If localities wish to approach basic education competencies in a non-systematized fashion, **one case at a time**, they can contact the employment service, individual employers, apprenticeship agencies, licensing boards, vocational-technical schools, and curriculum organizations. Display 103 provides part of a task list for plumbing. It shows how basic education related skills can be culled from existing sources which furnish raw material to be translated into instructional objectives for inclusion in a competency-based curriculum. Numbers two and four are basic education competencies related to performing general plumbing activities. This selection comes from the youth employment competencies technical assistance guide published by the State of Michigan. (See Display 103.)

Text continues on page 500

Display 101.

PROGRAM: 07.0700 TYPING, GENERAL OFFICE, AND RELATED PROGRAMS.

A GROUP OF INSTRUCTIONAL PROGRAMS THAT PREPARE INDIVIDUALS TO RECORD, DUPLICATE, AND RETRIEVE DATA, INCLUDING CLASSIFYING, SORTING, AND FILING CORRESPONDENCE, RECORDS AND OTHER DATA INCLUDES INSTRUCTION IN SHIPPING AND RECEIVING PROCEDURES STOCK AND INVENTORY MAINTENANCE, AND OPERATION OF OFFICE MACHINES.

PROGRAM: 07.0701 TYPING, GENERAL OFFICE AND RELATED PROGRAMS, GENERAL.

AN INSTRUCTIONAL PROGRAM THAT GENERALLY PREPARES INDIVIDUALS TO RECORD, DUPLICATE, AND RETRIEVE DATA, INCLUDING CLASSIFYING, SORTING, AND FILING CORRESPONDENCE, RECORDS, AND OTHER DATA. INCLUDES INSTRUCTION IN SHIPPING AND RECEIVING PROCEDURES, STOCK AND INVENTORY MAINTENANCE, AND OPERATION OF OFFICE MACHINES.

PROGRAM: 07.0702 CLERK-TYPIST.

AN INSTRUCTIONAL PROGRAM THAT PREPARES INDIVIDUALS TO USE A TYPEWRITER IN A VARIETY OF ACTIVITIES, INCLUDING CORRESPONDENCE AND COMPILING AND TYPING REPORTS, APPLICATION FORMS, SHIPPING TICKETS, AND OTHER DATA FROM CLERICAL RECORDS. INCLUDES INSTRUCTION IN FILING RECORDS AND REPORTS, POSTING INFORMATION TO RECORDS, SORTING AND DISTRIBUTING MAIL, ANSWERING TELEPHONES, AND COMPUTING WITH CALCULATING MACHINES.

DICTIONARY OF OCCUPATIONAL TITLES CODE	FOURTH EDITION TITLE	GED R	GED M	GED L	SVP	PHYSICAL DEMANDS	WORKING CONDITIONS	OTHER CIP PROGRAM	1980 SOC CODE	O E S SURVEY CODE	MATRIX CODE	1980 CENSUS CODE
203.362-010	CLERK-TYPIST	3	2	3	4	5456	I		4624	61392	40020600	315

PROGRAM: 07.0703 CORRESPONDENCE CLERK.

AN INSTRUCTIONAL PROGRAM THAT PREPARES INDIVIDUALS TO COMPOSE CORRESPONDENCE AND RELATED ITEMS FOR THE PURPOSE OF OBTAINING OR GIVING INFORMATION ON MERCHANDISE, DAMAGE CLAIMS, CREDIT, BILLS, OR UNSATISFACTORY SERVICE. INCLUDES INSTRUCTION IN PREPARING MATERIALS, USING A TYPEWRITER, ROUTING CORRESPONDENCE, AND KEEPING RECORDS OF INCOMING AND OUTGOING WRITTEN CORRESPONDENCE.

DICTIONARY OF OCCUPATIONAL TITLES CODE	FOURTH EDITION TITLE	GED R	GED M	GED L	SVP	PHYSICAL DEMANDS	WORKING CONDITIONS	OTHER CIP PROGRAM	1980 SOC CODE	O E S SURVEY CODE	MATRIX CODE	1980 CENSUS CODE
209.262-010	CORRESPONDENCE CLERK	4	2	4	6	5456	I		4663	61323	40066898	326
209.367-018	CORRESPONDENCE-REVIEW CLERK	3	1	3	5	546	I		4663	61323	40066898	326
209.387-034	SUGGESTION CLERK	3	1	3	4	54	I	07.0705	4699	61900	40066898	336
221.367-062	SALES CORRESPONDENT	4	2	4	6	L5	I		4663	61323	40066898	326
241.137-014	SUPERVISOR, CUSTOMER-COMPLAINT SERVICE	4	3	4	5	55	I	07.0401	4528	61396	40061200	307
241.267-034	INVESTIGATOR, UTILITY BILL COMPLAINTS	4	4	4	6	L56	I		4783	61900	40066898	376
241.367-014	CUSTOMER-COMPLAINT CLERK	4	3	4	5	556	I	08.0705	4783	61313	40062208	376
241.387-010	CLAIMS CLERK	4	3	3	5	56	I		4783	61313	40062208	376
249.137-018	SUPERVISOR, CORRESPONDENCE SECTION	4	2	4	6	546	I	07.0401	4516	61396	40061200	303
249.262-010	POLICYHOLDER-INFORMATION CLERK	4	2	4	6	5456	I		4649	61323	40066898	325

Display 102.

MICHIGAN STATE UNIVERSITY
CURRICULUM RESOURCE TEAM

AGRICULTURE AND NATURAL RESOURCES EDUCATION INSTITUTE
COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

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RELATING GENERAL EDUCATION DEVELOPMENT (GED) TO CAREER PLANNING

The material contained herein is taken from Relating General Educational Development to Career Planning as prepared by the United States Department of Labor and published by the United States Government Printing Office, Washington, 1971.

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Each occupation in the DOT has been assigned a series of subcodes which provide supplementary information about the occupation. One of these subcodes is for General Education Development (GED). The GED code is a three-digit number which indicates the reasoning (R), mathematical (M) and language (L) development levels that a worker should possess upon entering a given job.

GED levels range from one (1), the lowest level of complexity, to six (6), the highest level of complexity. The GED levels are cumulative; that is, each ascending level indicates a set of abilities and knowledges which are required in addition to all the abilities described at the lower levels. For example, a GED level of (R) 3, (M) 3, and (L) 3 means that a person must possess all the abilities listed in GED levels 1, 2 and 3 for reasoning, mathematics and language.

The following charts, taken from Relating General Educational Development to Career Planning,[41] further detail each of the GED's six levels for each factor (reasoning, mathematics and language) in terms of a composite of what is currently being taught in traditional academic settings in the United States. These charts do not address experimental or highly specialized training programs; therefore, the mathematical and language terminology may differ from that utilized in nontraditional settings.

It should be noted that the descriptions of the GED levels associated with the educational achievement composites differ from those in the GED scale on page 41. This difference is due to the fact that the publication which contained the educational composites was published in 1971 while the revised GED scale was issued one year later. The Department of Labor, at the present time, does not have any plans to revise the publication, Relating General Educational Development to Career Planning, in which the educational attainment composites are related to the GED levels. However, the basic principles and concepts remain the same and educators have found that they are still useful. Therefore, the charts relating educational attainment and GED levels are being included in this publication.

The information contained on the following pages can aid in the development of a curriculum which is reflective of occupational requirements in terms of levels of reasoning, mathematics and language needed for successful performance on the job. Pages 17 and 18 of this publication provide additional information about and specific examples for the utilization of GED levels for curriculum development.

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[41] U.S. Department of Labor, Relating General Educational Development to Career Planning (Washington: U.S. Government Printing Office, 1971).

GED LEVEL 1

(Grades 1-3)

REASONING DEVELOPMENT:

Apply common sense understanding to carry out simple one- or two-step instructions. Deal with standardized situations with occasional or no variables in or from these situations encountered on the job.

MATHEMATICAL DEVELOPMENT:

Counting and addition and subtraction of two-place numbers. Develop familiarity with standard units of measurement, and with basic measuring equipment, such as clocks, rulers, and scales.

LANGUAGE DEVELOPMENT:

Read, speak and print simple sentences containing subject, verb, and object, using present and past tenses.

MATHEMATICS CURRICULUM

Counting:	By twos, threes, fours, and fives.
Space Value:	Understanding the principle of place value of whole numbers. Column value (in multiples of 10) in a series of digits: the number 6437 presents 7 ones; 3 tens; 4 hundreds; and 6 thousands. Value of zero as placeholder; difference between 470, 407, 47.
Roman Numerals:	Understanding principles of notation. Symbol to right, add: XI = 10+1. Symbol to left, subtract: IX = 10-1.
Ordinal Numbers:	To 31st. Learning proper endings: 1st; 2nd; 3rd; 4th.
Addition:	3-place numbers: $\begin{array}{r}567\\ \underline{+642}\end{array}$ Decimal as ¢: $\begin{array}{r}1.25\\ \underline{+\ .35}\end{array}$
Subtraction:	3-place numbers: $\begin{array}{r}359\\ \underline{-216}\end{array}$ Decimal as ¢: $\begin{array}{r}3.27\\ \underline{-1.16}\end{array}$
Multiplication:	1-digit multiplier: $\begin{array}{r}2.05\\ \underline{\times\ \ .3}\end{array}$
Division:	1-digit divisor: $2\,\overline{/\ 426}$
Fractions:	Addition of simple fractions.
Terms and Symbols:	Knowledge of signs such as −, +, =, x, $/\overline{\quad\quad}$. Introduction to terms such as sum, remainder, difference, multiplier, divisor.
Measurement:	Read clock, calendar, thermometer, yardstick, scales. Knowledge of units such as teaspoon, tablespoon, cup, pint, quart, inch, foot, yard, dozen, ounce.

Geometric Concepts	Recognize geometric forms such as line, square, triangle, rectangle, cube, cylinder, sphere. Understand meaning of terms such as "volume" and "perimeter."
Practical Applications:	Perform the four basic arithmetic operations with parts of dollar.

LANGUAGE CURRICULUM

Punctuation:	Use of period, question mark, comma, exclamation point, quotation marks.
Capitalization:	Names of places, persons, days, months, years, titles.
Grammar:	Rote learning of correct usage of present and past tenses of common verbs, such as: run, do and go; and pronouns, such as: I, me, he, him, they, them.
Reference Works:	Introduction to the use of the dictionary and encyclopedia.
Spelling:	Learning to spell, through repetition and correction, words which are part of everyday vocabulary. Learning phonetic and structural principles.
Reading:	Introduction to the printed word. Emphasis placed on relating written word to spoken word; acquisition of vocabulary; reinforcing correct grammatical usage; stimulating thought.
Composition:	Emphasis on legibility, spelling punctuation and initial capitalization, word order, and forming complete sentences and paragraphs.
Speaking:	Learning to participate in conversations and discussions. Emphasis on clarity, enunciation, pronunciation, grammar, and voice modulation. Oral reports, such as "Show and Tell," including information such as "who, what, where, when, why."
Handwriting:	Mainly manuscript printing; introduction to cursive writing in 2nd or 3rd grade.

(Grades 4-6)

GED LEVEL 2

REASONING DEVELOPMENT:

Apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.

MATHEMATICAL DEVELOPMENT:

Perform the four basic arithmetic operations, using whole numbers, and common and decimal fractions. Develop knowledge of standard units of measure, and their interrelationships.

LANGUAGE DEVELOPMENT:

Read, write, and speak compound and complex sentences using adjectives and adverbs, and varying word order in phrases, clauses and sentences. Discern and organize facts and opinions for written and oral communication.

MATHEMATICS CURRICULUM

Numbers:	Read and write 7-digit numbers. Learn ordinals through "thousands."
Counting:	By fractions and decimal fractions.
Place Value:	Place values of numbers to left and right of decimal point
Addition:	Multi-digit columns.
Subtraction:	Multi-digit columns.
Multiplication:	Two or three-digit multipliers.
Division:	Two or three-digit divisors.
Fractions:	Add, subtract, multiply, and divide common and decimal fractions, mixed numbers, improper fractions. Introduction to ratio and rate, percent; change fractions to decimal fractions and to percent.
Part-Whole Relationships:	Introduction to reasoning and analysis of problems such as finding a part of a number; finding the whole when a part is given.
Geometric Concepts:	Learning meanings of terms such as radius, diameter, perimeter, circumference, area of rectangle and volume. Construct graphs, charts, and tables. Construct simple geographic forms such as arcs, triangles and perpendiculars.
Measurement:	Learn relationships of standard units of measurement to each other. Convert units of measure to smaller or larger units, such as inches to feet, acres to square miles, hours to days, minutes to seconds, or ounces to pounds.

LANGUAGE CURRICULUM

Punctuation:	Apostrophe, hyphen, colon.
Grammar:	Learn to use mature sentence forms (compound and complex) with variation of word order in phrases, clauses, and sentences. Introduction to comparison of objectives and adverbs; compound subject and predicate; agreement of subject and verb; common and proper nouns; personal pronouns; singular and plural forms.
Reference Works:	Study of the dictionary to learn syllabication accent and diacritical marks such as macron (-), breve (v), double dot and single dot as an aid to pronunciation. Study of road maps, time tables, and entertainment guides to determine distances between cities, report on transportation schedules and discuss merits of available entertainment. Obtain library card and locate books, using index file.
Reading:	Learn roots, prefixes, and suffixes. Learn to read discriminately, distinguishing between essential and unessential material. Enrich vocabulary with wide selection of reading material. Introduction to magazines, newspaper, bulletins, etc.
Composition:	Write reports on class discussions, hobbies, and trips, with emphasis on variety of sentence structure, grammar, selection of words to clearly express thought, and reinforcing and increasing vocabulary. Make outlines; practice techniques of letter writing and news writing.
Speaking:	Practice reading aloud to improve enunciation, pronunciation, inflection, and phrasing. Play part in a skit, or act out a scene based on own experience to learn to express feelings vocally. Learn and practice courtesies in social situations such as allowing others to express their viewpoints without interruption or ridicule. Relate personal experiences to group.
Handwriting:	Cursive writing; emphasis on legibility and facility in writing.

(Grades 7-8)

GED LEVEL 3

REASONING DEVELOPMENT:

Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

MATHEMATICAL DEVELOPMENT:

Compute discount, interest, percentage, surface areas, values, weights, and measures, using four basic arithmetic operations.

LANGUAGE DEVELOPMENT:

Selective reading of text books and other material to extract essential theme or idea. Compose themes, reports and essays following ruls of grammar, spelling, neatness and format.

MATHEMATICS CURRICULUM

Whole Numbers:	Mastery of the four basic arithmetic operations. Emphasis on speed and accuracy in computation. Extension to 4- and 5-digit multipliers and divisors.
Fractions:	Mastery of the four basic arithmetic operations in common, decimal and improper fractions and mixed numbers. Apply knowledge to solve "story problems." Develop speed and accuracy in changing fractions into percent and percent into fractions. Memorize most common equivalents, such as halves, quarters, eighths, fifths, thirds, sixths, and twelfths, and mentally convert time to decimal fractions and percents.
Percentage Formulas:	Memorize and apply formulas to solve "story problems," as: $P = RB \qquad R=\frac{P}{B} \qquad B=\frac{P}{R}$
Measurements:	Perform the four basic arithmetic functions to solve problems involving different units of same type of measurement, as: Time: 4 wks. 6 days 32 hrs. +2 wks. 3 days 25 hrs.
Graphs:	Learn to construct and interpret line, bar, and picture graph. Convert degrees to percent to draw circle graphs.
Percentage:	Apply knowledge of percentage to compute interest, discount, etc.
Geometry:	Recognize and understand meanings of terms such as horizontal, vertical, perpendicular, oblique and obtuse. Learn number of degrees in a circle, relationship between angles and degrees, types of triangles: equilateral, isosceles, right and obtuse. Types of parallelograms: oblong, square, rhomboid, and rhombus. Learn formulas for finding area of geometric figures.

Algebra:	Learn use of symbols for numbers, terms such as exponent and power. Learn to find square roots.
Ratio & Proportion:	Learn to use ratio and proportion to solve problems.

LANGUAGE CURRICULUM

Punctuation:	Comma, colon, semi-colon, dash, parentheses, quotation marks, hyphen, abbreviations.
Reference Works:	Utilize dictionary to learn alphabetical order, guide words, diacritical marks, synonyms and antonyms. Use encyclopedia, atlases, magazines, and source books to prepare class assignments.
Handwriting:	Develop individualized style of writing.
Grammar:	Learn concepts of person, gender, number, case, tense, mood, and voice. Learn kinds of verbs, nouns, pronouns, adjectives, adverbs, conjunctions, prepositions. Learn to diagram sentences. Learn normal inverted word order, contractions, agreement of subjects and verbs, pronouns, and antecedents.
Reading:	Read to find main thought or idea of a paragraph. Locate topic and summary sentence, and identify details and relate them to central thought.
Composition:	Prepare themes, reports, and essays, with greater emphasis placed on punctuation, spelling, grammar, format, style, neatness, arrangement, and comprehensive coverage of subject matter.
Speaking:	Practice speaking before an audience to acquire poise, self-control, and confidence. Participate as group leader or group member in planned informal discussion. Participate in class elections and persuade others to vote for him or his candidate.

(Grades 9-12)

GED LEVEL 4

REASONING DEVELOPMENT:

Apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists, interpret a variety of instructions furnished in written, oral, diagrammatic or scheduled form.

MATHEMATICAL DEVELOPMENT:

Perform arithmetic, algebraic and geometric operations as applied to standard situations; perform shop mathematics operations in practical application to the manual arts.

LANGUAGE DEVELOPMENT:

Speak on a variety of subjects, or compose business letters, reports, summaries or expositions conforming to rules of grammar, continuity, diction, coordination, length of harmony and sequences of sentences and paragraphs.

MATHEMATICS CURRICULUM

Algebra:	Formal study of number systems; sets, and set operation. Operations on polynomials and rational expressions; solution of equations and inequalities; use of deduction and proof. Study of the systems of real numbers; linear, quadratic, rational, exponential, logarithmic, angle, and circular functions; inverse functions; related algebraic functions, limits and continuity, probability, and statistical inference.
Geometry:	Study of deductive axiomatic geometry, plane, and solid, using the properties of real numbers; the introduction and use of rectangular coordinates. Extension of trigonometry and solid geometry.

Technical/Vocational School

Shop Math:	Review and extension of principles of common and decimal fractions, percentage, ratio, and proportion. Practical computation, logarithms, slide rule. Practical algebra. Metric geometry. Essentials of trigonometry. Formulas for computing ratios of pulleys and gears. Practical physics: formulas for work and power, etc.

LANGUAGE CURRICULUM

Punctuation:	Review and mastery of all rules of punctuation and capitalization.
Reference Works:	Dictionary, encyclopedia, atlas, thesaurus, manuals, periodicals, newspapers, journals, books, and play reviews.

Grammar:	Mastery and facility in the use of the rules and concepts of person, gender, number, case, tense and mood.
Parts of Speech:	Verbs: Strong and weak, transitive and intransitive, auxiliary, regular. Conjugation.
	Nouns: Common and proper, collective, concrete and abstract inflections; gender.
	Pronouns: Personal, demonstrative, relative, numerical, reciprocal.
	Adjectives: Common, proper, descriptive, limiting, articles; position in sentence; comparative degrees.
	Adverbs: Simple, conjunctive; forms; comparison.
	Conjunctions: Coordinating, subordinating.
	Interjections.
	Prepositions.
Reading:	Variety of textbooks; fiction and non-fiction; newspapers; magazines.
Composition:	Preparation of outlines; preparation of themes, emphasizing length, harmony, sequence, and variety of sentences and paragraph structure. Selection of wordage according to subject matter and audience. Coordination, subordination and parallelism of thoughts.
Speaking:	Participation in panel discussions and dramatizations. Practice of social introductions and other amenities. Presentation of impromptu speeches to develop skill in extemporaneous speaking.

(College 1-2)

GED LEVEL 5

REASONING DEVELOPMENT:

Apply principles of logical or scientific thinking to define problems, collect data, establish facts and draw valid conclusions. Interpret an extensive variety of technical instructions, in books, manuals, or mathematical or diagrammatic form. Deal with several abstract or concrete variables.

MATHEMATICAL DEVELOPMENT:

Apply knowledge of established statistical and mathematical techniques in the analysis and evaluation of data.

LANGUAGE DEVELOPMENT:

Read or write speeches, book and play reviews, scientific and technical materials, abstracts, financial reports and legal documents. Be conversant in the theory, principles and methods of effective and persuasive speaking including voice, diction and phonetics, in discussion and debate.

MATHEMATICS CURRICULUM

College Algebra:	Exponents and logarithms; linear equations, quadratic equation, mathematical induction, and binomial theorem.
General Math:	General introduction to the concepts of algebra, plane geometry, trigonometry, and calculus.
Calculus:	Elementary concepts of analytic geometry; differentiation and integration of algebraic functions and transcendental functions with application. Vector concepts; improper integrals, polar coordination and infinite series. Integration and partial differentiations; solid geometry; differential equation.
Introduction to Mathematical Logic:	Development of propositional and predicate calculi, basic semantic concepts and elementary intuitive set theory.
Introduction to Matrix Theory:	Elementary theory of finite vector spaces, determinates, equivalence, matrices with polynomial elements, similarity of matrices.
Statistics:	Graphic presentations illustrating average, dispersions, quartiles and percentiles, frequency distribution, reliability, and validity of tests. Applied to psychology and education, analysis of variance, correlation techniques, chi-square, and sampling techniques. Applied to business and economics, introduction to the principles and use of linear programming, game theory and queuing theory.
Mathematics of Finance:	Interest and discount, annuities, valuation of stocks and bonds; sinking funds, amortization, valuation of depletable assets.

Factor Analysis:	Matrix theory as applied to factor analysis; introduction to concepts of factor analysis and their utility in phases of research.
Quality Control Techniques:	Application of probability and distribution theory to industrial control problems; use of quality charts; acceptance sampling plans.
Introduction to Mathematical Probability:	Probability distributions, Bayes' theorem and postulate, Bernoulli's theorem and its experimental verification; mathematical expectation; laws of large numbers.

LANGUAGE CURRICULUM

Reading:	Literature, book, and play reviews, scientific and technical journals, abstract, financial reports, legal, historical and medical documents, periodicals.
Composition:	Analysis and practice of expository techniques with emphasis on organization of material and development of unity.
Logic:	Study of the principles of inductive and deductive reasoning such as testing evidence, validity of generalizations, and cause and effect relationships to detect fallacies in arguments and to avoid these errors in own writing.
Rhetoric:	Study of the collection, arrangement, and expression of subject matter to persuade or instill an acceptance of ideas in the mind of the reader.
Creative writing:	Develop a free and independent skill in writing, based on own knowledge and experience.
Narrative Writing:	Develop a sequential and descriptive style of writing.
Playwriting:	Study and application of theory of dramatic writing.
Speaking:	Effective Speaking: Study in the selection, organization of material and delivery of speech. Development of voice control, poise, and confidence. Persuasive Speaking: Emphasis on composition of speech and principles of persuasion. Phonetics: Study and classification of sounds of speech. Discussion and Debate: Study of types and principles of public and group discussions. Methods in leading discussion; practice in argumentation and debate. Voice and Diction: Study of standards of speech. Record speech and study recording to develop voice quality and control volume, pitch, and rate.

GED LEVEL 6

(College 3-4)

REASONING DEVELOPMENT:	MATHEMATICAL DEVELOPMENT:	LANGUAGE DEVELOPMENT:
Apply principles of logical and scientific thinking to a wide range of intellectual and practical problems. Deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Deal with a variety of abstract and concrete variables. Comprehend the most abstruse classes of concepts.	Apply knowledge of established and theoretical mathematical and statistical concepts in the field of research and development.	Same as level V.

MATHEMATICS CURRICULUM:

Advanced Calculus:	Limits, continuity, real number system, mean value theorems, partial differentiation, implicit function theorems, transformations, mappings, vector fields, multiple integrals, line and surface integrals, point set theory, theory of integration, improper integrals.
Generalized Functions and Operational Methods:	Theory of generalized functions in one variable. Operational calculus of generalized functions. Applications to partial differential and convolution equations of applied mathematics.
Modern Algebra:	Fundamental concepts of theories of groups, rings, and fields, theory of finite fields, extension fields, Galois groups, factorization theory in Gaussian domains.
Topics in Matrix Theory:	Theory of linear transformations (vector spaces over a division ring), advanced classical theory, matrix representation of groups and rings.
Other:	Theory of linear transformations and equations; theory of numbers; infinite series; mathematical logic; theory of functions of a complex variable; differential geometry; introduction to algebraic geometry; calculus of variation; general topology; numerical analysis.
Mathematical Statistics:	Distribution theory, sampling theory, estimation, hypothesis testing, confidence methods, regression analysis, experimental design. Distribution functions; sequences of random variables and their analysis; characteristic functions, linear statistical estimation. Time series, multivariate theory, probability spaces, random variables.

Mathematical Probability and Application:	Combinatorial analysis, conditional probability and stochastic independence, probability distribution, laws of large numbers, recurrent events, random walks.
Statistical Inference:	Estimation: Methods in point estimation-moments, last squares, maximum likelihood, confidence and fiducial intervals, odds and odds ratio, Bayesian inference, ignorance and diffuse prior distributions.

LANGUAGE CURRICULUM

Same as level V.

Display 103.

TASK LISTING FOR PLUMBING

PERFORMING GENERAL PLUMBING ACTIVITIES

1. Determine plumbing requirements using code book to meet local standards.
2. Demonstrate blueprint reading using procedures to meet plumbing standards.
3. Specify plumbing materials using plans and specifications to complete job.
4. Compute bids using plans, specifications, and current costs to submit for approval.
5. Secure permits using plans and specifications to receive approvals for planned plumbing work.
6. Demonstrate plumbing tools using appropriate tools to show proper use.
7. Calculate building sewer slope using necessary tools and equipment to meet plumbing code requirements.

Interrelationships Between Areas

Basic education competencies, on occasion, overlap with skills, knowledge, attitudes, and behavior from the other two competency areas. Basic education and pre-employment/work maturity capabilities link in applications, resumes, and employment forms where spelling, punctuation, grammar and usage, capitalization, sentence structure, etc., are involved. They intersect in most daily living/survival skills, e.g., making change, reading a road map, going shopping, using public transportation, telling time, opening a bank account. They connect in situations involving communications skills, such as interviews, interpersonal relations, accepting supervision, and getting along with coworkers. A young person with inadequate reading skills would have a frustrating time of it getting through a typical labor market information or world of work awareness session. Wherever possible, reading, writing, and math should be taught in a real world context to both reinforce the learning and make it seem more relevant, e.g., reading the fine print about "parties" on an apartment rental agreement, writing a letter of application for that "dream" job, or figuring out one's own paycheck.

The practical interrelationship between basic education competencies and job specific skills has been discussed in some detail: meeting entry requirements for an occupational skills training program or achieving reading, writing, and math requirements for the job to which the participant has applied. This connection has emphasized employer expectations, as it should in an employment and training program. Teaching basic education skills related to vocational requisites has intrinsic benefits for young people, often more than in traditional school settings. For some youth, results have to be tangible. These participants seem to gain more by learning basic education competencies in relation to job requirements in employment and training programs whose overall purpose is to facilitate successful work force entry. It should never be forgotten, however, that basic education competency approaches can also be directed at meeting admissions qualifications for military service, apprenticeship, higher education, further training, or return to school. Most — if not all — of the principles and practices discussed in this section could be modified to such ends.

B. Measurement — As young people enter programs, it is important to make the best use of available assessment time. In cases where there is a convergence of basic education and pre-employment skills through an emphasis on reading in job search workshops, for example, it makes sense to use a short test to ascertain how well participants read. A test like the **Wide Range Achievement Test (WRAT)** will provide instructors with an assessment of each student's approximate reading level so that instructional materials and individualized assistance can be geared accordingly. The WRAT takes between fifteen and thirty minutes to complete. It is published by the Psychological Corporation.

No project wants to spend money or time redoing what already exists. Under the Kansas Model, school records and personnel are checked with to determine basic skill levels of young people at enrollment and prior to assessment. Youth must sign request for release of information forms before any existing data can be used by the program. Such information can aid in the development of EDPs and the assignment of participants to sites involved with activities which teach basic education skills, as well as those which have basic skills requirements, e.g., a job training course with admissions criteria including particular reading and math levels.

As seen in the previous section, basic education and job specific skills tend to dovetail quite a bit. **APTICOM,** developed by the Vocational Research Institute of Philadelphia, Pennsylvania, is a desktop microcomputer designed specifically for assessing an individual's aptitudes, job interests, and skill levels in work-related language and mathematics. APTICOM, which is backed by five years of research and testing, provides an accurate and convenient technique for developing a personal employment potential profile for program participants.

The APTICOM Report provides vocational recommendations at the work group and individual job title level through a unique interaction of work-related aptitude, interest, and basic skills scores. The aptitude test battery portion of the APTICOM Report lists all Occupational Aptitude Patterns and corresponding Work Groups for which the test taker has qualified. The occupational interest inventory segment of the APTICOM Report reveals the degree of interest indicated in each of the twelve Department of Labor occupational interest areas. The educational skills development part of the APTICOM Report ties an individual's work-related language (including spelling, vocabulary, and grammar) and mathematics (from computation to trigonometry) proficiencies to job skill level as cited in Selected Characteristics of Occupations as Defined in the Dictionary of Occupational Titles (U.S. Department of Labor, 1981). The final section of the APTICOM

Report lists those areas of employment in which individuals have shown the required aptitudes, high interest, and educational skill development.

APTICOM appears to offer a testing menu. The aptitude test battery, interest inventory, and work-related language and math skills battery combine to assess abilities and interests in a full spectrum of job-related areas. If tests are required for a specific job area, the test battery can be tailored to federally-established standards necessary for success in that area. The APTICOM Report contains the built in flexibility to respond to a variety of personalized requirements for each person.

The aptitude and skill batteries and interest inventory can be administered in less than ninety minutes by a paraprofessional. APTICOM is totally self-scoring and self-timing; there is no need for hand scoring and no room for error. The unit is also completely portable.

The APTICOM system can be interesting, motivating, and non-threatening to the test taker. It is convenient for the administrator and user in that the following items are provided:

- automatic scoring and interpretation
- direct interface between the manipulative/performance tests and the computer
- customized reports for the individual, the counselor, or the employer
- individual or group administration options.

APTICOM has been validated against the Department of Labor's own General Aptitude Test Battery, and the United States Employment Service Interest Inventory. The Educational Skills Development Battery has been validated using the Dictionary of Occupational Titles' General Educational Development Scales as criteria. Through several years of international research and field testing, APTICOM's results have been shown to be consistently reliable and have continually met Equal Employment Opportunity Commission guidelines.

The types of instruments used in the measurement of basic education competencies tend to be determined by whether a grade level or functional/applied format is used to express proficiencies. The grade level approach uses mostly formal standardized tests. In the City of Los Angeles, the **Stanford Test of Academic Skills Basic Battery** (Level 2) is administered on a pre and post test basis at program entrance and exit to all participants for reading vocabulary, reading comprehension, and mathematics. Subcontractors may elect to use other components of the Basic Battery such as spelling or English for their own purposes. The Stanford Test has different booklets for the pre (Form E) and post (Form F) versions, but the answer sheets are the same. Level 2 of the Stanford Test has the recommended grade ranges of 9.0 to 12.9.

The Stanford Test is standardized, with a highly structured administration format. About five minutes is required for distributing booklets and reading directions to each of the subtests. The Reading Vocabulary, Reading Comprehension, and Mathematics subtests take twenty, thirty, and forty minutes to complete, respectively. All test results are sent for machine-scoring to the Stanford Scoring Center in Iowa City, Iowa. Norm referenced scores are derived from raw scores and include percentile ranks and grade equivalents. Norm referenced scores compare a participant's performance across subtests or to the performance of the national standardization sample. The Stanford Test is available from Harcourt-Brace-Jovanovich.

Many localities, such as the West Virginia Private Industry Council, use the Test of Adult Basic Education (TABE). The TABE provides information about an individual's level of achievement in the basic skills of reading, mathematics, and language. There are three forms of the TABE — easy, medium, and difficult. A locator test determines which level is appropriate for a participant. Test administration time ranges from 90 minutes for easy to 150 minutes for difficult. The TABE is available from CTB/McGraw-Hill.

Other service delivery areas use the **California Achievement Tests (CAT)** or the **Adult Basic Learning Examination (ABLE).** CAT measures educational attainment and diagnoses learning difficulties in basic skills. It provides scores in reading (vocabulary and comprehension), arithmetic (reasoning and fundamentals), and language (mechanics and spelling). ABLE is a four-part test battery designed to measure educational achievement. It has three levels. At each level there are tests of vocabulary, reading, spelling, and arithmetic (problem solving and computation). The ABLE Reading Test contains a great variety of content, with heavy emphasis on daily life, and is designed to yield a general estimate of literacy. A separate test, called Select ABLE, may be used to determine which level of ABLE is appropriate for a given enrollee. Administration of ABLE is not timed, but the Reading Test would probably require about 30 minutes to complete for most participants. CAT is published by CTB/McGraw-Hill. ABLE is available from the Psychological Corporation.

Some SDAs questioned indicated that they were exploring the possibility of using either some Job Corps testing procedures for reading or math, or the University of Wisconsin Mastery Test Series for basic education competencies.

It is better to avoid "home grown" tests for the grade level approach to basic education competencies. All too often such tests, developed in-house and intended to reflect "eighth grade reading and math," produce mysterious results. Nobody passes! Why? After consultation at the local community college with some folks who know, it is discovered that the "simple eighth grade test" should have been given to college sophomores and juniors, at least. Educational testing corresponding to grade levels is one field best left to the informed, the skilled, and — yes — even the credentialled!

Measurement of functional/applied basic education competencies — especially on an occupation specific basis — is almost by definition home grown. However, the competency statements must still be substantively and technically solid. Procedures must account for some form of employer/instructor verification. Measurement must be valid, reliable, and unbiased. The structure of a contextually and sequentially sound functional/applied approach must link it to the elements of an overall sufficiently developed youth employment competency system. The competencies to be measured must in fact be able to be taught, and learning must be able to be documented.

This is why the San Mateo County project is so practical and feasible. It meets systemic requisites. It is flexible enough to cover a great many occupations through existing instructional objectives and test items. It doesn't have to start from "scratch" with every job. It has the mechanisms in place and the staff expertise to meet totally new situations as they arise. SDAs should strongly consider adopting or adapting the principles and practices of this approach to functional/applied basic education youth employment competencies.

Display 104 contains the measurement procedures related to the computer literacy basic education skills shown in the first section of this chapter. They were developed by the Humboldt County (California) SDA. (Display 104.)

Display 104.

PRE-TEST FOR COMPUTER LITERACY

Fill in the blanks with the correct computer vocabulary.

1. Another name for programs is ____________________.
2. The three sizes of computers are:

   ____________________, ____________________, ____________________
3. The physical parts of a computer system are called the

   ____________________.
4. A series of instructions, written in a language that the computer can interpret, is called a ____________________:
5. The computer only understands O's and 1's and each one of these is called a ____________________.
6. The computer stores data in its internal ____________________.
7. Floppy ____________________ and hard ____________________ are examples of external memory devices.
8. A series of bits that represents a character is called a

   ____________________.
9. Unorganized facts that are inputted into a computer are called

   ____________________.
10. A ____________________ is another name for a data processing machine.
11. The internal memory of the computer consists of two types of memory. These are called the ____________________ and the

    ____________________.
12. The processing cycle is:

    ____________________/____________________/____________________
13. Explain 2 ways that a stand-alone computer differs from a network system:

    1. ____
    2. ____

14. Name 2 input devices used with a computer.

1. ______________________________

2. ______________________________

15. Name 2 output devices used with a computer.

1. ______________________________

2. ______________________________

16. Give 2 examples of computer hardware.

1. ______________________________

2. ______________________________

17. Give 2 examples of computer software.

1. ______________________________

2. ______________________________

18. Name 2 of the 3 categories of computer software.

1. ______________________________

2. ______________________________

19. List 4 different jobs that require use of a computer.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

20. State 2 reasons why understanding computers is important to find a job today.

1. ______________________________

____

2. ______________________________

____

NAME____ DATE______________

POST-TEST OF COMPUTER TERMS AND LITERACY

Fill in the blanks of questions 1 - 11 with the correct computer vocabulary word from the list below.

BIT
MEMORY
ROM
MAINFRAME
DATA
HARDWARE
DISC
COMPUTER
MICROCOMPUTER
MINICOMPUTER
PROGRAM
RAM
SOFTWARE
BYTE

1. Another name for programs is ____________________.
2. The three sizes of computers are:

   ____________________, ____________________, ____________________

3. The physical parts of a computer system (the parts you can touch) are called the ____________________.
4. A series of instructions, telling the computer how to process data, is called a ____________________.
5. The computer only understands O's and 1's (electrical current off or on) and each one of these is called a ____________________.
6. The computer stores data in its internal ____________________.
7. Floppy ____________________ and hard ____________________ are examples of external memory devices.
8. A series of bits that represent a character is called a

   ____________________.

9. Unorganized facts that are inputted into a computer are called

   ____________________.

10. A ____________________ is another name for a data processing machine.
11. The interal memory of the computer consists of two types of memory. These are called the ____________________ and the

    ____________________.

12. The processing cycle is:

    ____________________/____________________/____________________

13. Give 2 examples of computer hardware.

1. ____________________

2. ____________________

14. Give 2 examples of application computer software.

Example: Payroll Program

1. ____________________

2. ____________________

15. Name 2 of the 3 major categories of computer software.

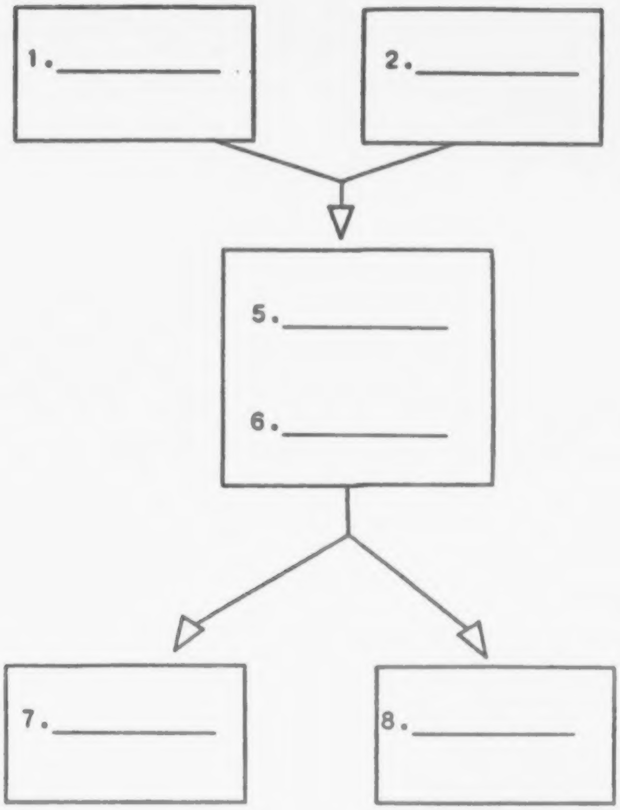
1. ____________________

2. ____________________

NAME____ DATE____________

Identify the components of a computer system. (HARDWARE NAMES)

Label each numbered part. There are several acceptable answers.



3.__________
(category name)

4.__________

9.__________
(category name)

C. Related Activities and Components — Basic education competencies have long been considered important tools for obtaining and retaining employment. These basic skills have been taught in three ways. The first is the traditional means, with basic skills instruction being conducted in a classroom setting separate from training in pre-employment/work maturity and job specific skills. The second is the integrated method, with basic skills instruction being infused into "daily living" sessions, worksite activities, or vocational skills classrooms wherever appropriate to the needs of the participants. The third is a combination of the traditional and the integrated methods. Simply learning math, reading, and communications skills is not enough. These same basic skills should be used to find solutions to work-related problems, to promote productivity, and, consequently, to increase profit through a reduction in the cost of making products or providing services. Such capabilities make young people valued employees.

While practical application of basic education competencies on a large scale may have to await further linkage building and resource allocation efforts, the foundational learning can occur now. Teaching means exist to help all who would be students.

There are countless courses and commercial packages to teach basic education skills. "Every" town has an adult basic education center, an alternative school, a G.E.D. class, a "drop-in/brush-up" workshop. Experienced, skillful, knowledgeable educators have developed highly effective curricula in the basic skills area. This is evidenced by Project Basic, Maryland's competency program. The Maryland State Department of Education and local school systems have developed a total instructional program consisting of competency-inclusive curricula, appropriate instruction, and related measurement. Commencing in 1972 the Maryland State Department of Education surveyed state educators, students, and citizens to identify educational needs and goals. The Department prepared an approved list of goals in reading, writing, and math, 18 competencies, and 143 objectives which support these competencies.

Far and away the most exciting, innovative, complete, accountable, and exacting new development in the field of basic education youth employment competencies is the **Comprehensive Competencies Program (CCP)**, designed by the Remediation and Training Institute of Washington, D.C. CCP is a system for delivering competency-based instruction that can be used by employment and training organizations, local education agencies, and private sector firms. It is designed primarily to help economically and educationally disadvantaged persons who have fallen behind in traditional classroom settings by upgrading their basic and functional competencies. ("Functional" is used in reference to CCP with a different intent and meaning than that attached to the term in "functional/applied.") Encompassing the best of available instructional materials, CCP provides for individualized, self-paced instruction, delivered on an open-entry/open-exit basis. It covers academic objectives from the beginning level to those needed for post secondary education and training, as well as functional objectives vital for successful performance in the world of work, the market place, and the home.

The Comprehensive Competencies Program is eclectic in that it utilizes written, audiovisual, and computer-assisted lessons, curriculum materials, and tests from Job Corps, APL, the G.E.D., and other public and private sources. Its content and procedures have been tested and proven effective with disadvantaged learners.

CCP has two major components. The first, academic, covers reading and writing skills, including comprehension, grammar, vocabulary, and usage. It covers mathematics skills, including addition, subtraction, multiplication, division, fractions, decimals, metrics, and personal math, plus some basic algebra, geometry, trigonometry, and calculus. Also included are more advanced high school level offerings in science, social studies, and literature. These academic competencies parallel the basic skills covered by most primary and secondary school curricula. They span third grade through college preparatory reading levels.

The second component, functional, covers applied problem solving, communication, and computational skills considered necessary to function successfully in adult life: occupation-related competencies such as reading want ads and completing job applications, consumer-related competencies such as comparative shopping and budgeting, citizenship-related competencies such as voting and understanding contracts, community-resources-related competencies such as accessing public transportation, and health-related competencies such as first aid, understanding of nutrition, and awareness of health dangers like alcohol and drug abuse.

Within these two broad competency domains, the specific competency objectives and the instructional materials to achieve them are structured hierarchically, based on judgments about the most reasonable learning sequences. There are three learning tiers in both the academic and functional components: basic, intermediate, and advanced. Each tier is divided according to subject strand and level. The subject strand which includes the pre-employment/work maturity area is the "world of work" strand. Levels are divided into units which teach specific competencies. For example, within the career choice level, there are three units which teach three specific skills. Each unit is further broken down into "byte-size" lessons. There is a greater relative emphasis on employment preparation in the basic and intermediate tiers, because job readiness and access are probably the most critical and immediate needs of individuals with limited academic skills who would be placed in those tiers.

The Comprehensive Competencies Program offers a structured curriculum, including lesson plans, performance measurement and computer-scored instruments, teaching aids, staff development training, administrative software, and user directions. Curricular items are referenced and can be ordered from a variety of public and private sources. Supplemental activities may be added for classroom or small group work. To accommodate differences in learning styles, it takes a mixed media approach using print, audiovisual, and computer-based instructional materials.

The system is set up so that this range of instruction can be delivered in totality or in parts, as either a core or supplementary program component. CCP integrates the "cream" of existing teaching formats and learning packages, which have generally achieved better than average results in enhancing proficiencies in academic and functional competencies. It organizes them with numerous options for delivery agents and practitioners, so that local expertise can add to an already solid foundation based on successful models. CCP is designed as a building block which can be used in a wide range of public and private settings.

The Comprehensive Competencies Program provides a management framework where the clear specification of inputs and achievements will enable administrators to monitor the effectiveness of instructional activities. CCP's organizational structure of diagnostic tests, decision rules, suggested lesson assignments, mastery tests, and record keeping forms is in the public domain. The diagnostic test/suggested lesson assignment/mastery test arrangement permits the "tailored branching approach," which is most helpful in working with a model this extensive. For example, the enrollee sits at a computer terminal and responds to questions on the screen. Based on these responses, either easier or harder test items will be presented. In short order, the participant will be placed, through computer managed instruction, in the right part of the following matrix:

Component 2.
Tier 2.1
Strand 2.1.1
Level 2.1.1.1
Unit 2.1.1.1.1
Lesson 2.1.1.1.1.1.

He/she progresses by attaining the appropriate scores on mastery tests, subsequent entrance tests for new lessons of greater difficulty, and further mastery tests until the desired individual outcome is attained, wherever along the hierarchy it may lie.

More than one hundred sites across the country now use parts of CCP. No program could use it all; it is simply too expansive. Computer-assisted instruction is not a mandatory element of the Comprehensive Competencies Program. However, at a minimum, the Remediation and Training Institute strongly recommends the use of a microcomputer for scoring tests and for other administrative chores, thus freeing the instructor for more effective teaching. The learning of academic skills before or at the same time as functional skills is built into this system. Therefore, a commitment to basic skills instruction as well as pre-employment/work maturity and other functional skills is necessary.

According to the State of Texas technical assistance guide on youth employment competencies, CCP is "the most ambitious and sophisticated effort to design a system to specifically meet the needs of employment and training programs."

There is an annual user's fee for each site for updating, expanding, and improving the system. In addition, every site signs a user's agreement which helps assure the maintenance of quality control.

Display 105 presents a representative schematic of the Comprehensive Competencies Program. (See Display 105.)

Display 105.

COMPREHENSIVE COMPETENCIES PROGRAM ORGANIZATIONAL MATRIX

ACADEMIC COMPETENCIES COMPONENT

TIER I. BASIC ACADEMIC COMPETENCIES

	Subject Strand 1. Reading/Language Skills	Subject Strand 2. Mathematics
Level 1.	Grade 1 Equivalent	Addition
Level 2.	Grade 2 Equivalent	Subtraction
Level 3.	Grade 3 Equivalent	Multiplication
Level 4.	Grade 4 Equivalent	Division

TIER II. INTERMEDIATE ACADEMIC COMPETENCIES

	Subject Strand 1. Developmental Reading	Subject Strand 2. Language Skills	Subject Strand 3. Mathematics
Level 1.	Grade 5 Reading	Grade 5 Equivalent Objectives	Fractions
Level 2.	Grade 6 Reading	Grade 6 Equivalent Objectives	Decimals
Level 3.	Grade 7 Reading	Grade 7 Equivalent Objectives	Metrics
Level 4.	Grade 8 Reading	Grade 8 Equivalent Objectives	Personal Mathematics

TIER III. ADVANCED ACADEMIC COMPETENCIES

	Subject Strand 1. Reading	Subject Strand 2. Writing	Subject Strand 3. Mathematics	Subject Strand 4. Social Studies	Subject Strand 5. Science
Level 1.	GED Minimum	GED Minimum	GED Minimum	GED Minimum	GED Minimum
Level 2.	GED Comprehensive	GED Comprehensive	GED Comprehensive	GED Comprehensive	GED Comprehensive
Level 3.	College Prep Minimum	College Prep Minimum	College Prep Minimum	College Prep Minimum	College Prep Minimum
Level 4.	College Prep Comprehensive	College Prep Comprehensive	College Prep Comprehensive	College Prep Comprehensive	College Prep Comprehensive

FUNCTIONAL COMPETENCIES COMPONENT

TIER I. BASIC FUNCTIONAL COMPETENCIES

	Subject Strand 1. World of Work	Subject Strand 2. Coping Skills
Level 1.	Career Choice	Independent Living
Level 2.	Job Search	Money Management
Level 3.	Job Access	Nutrition and Health
Level 4.	Job Holding	Government and Community Resources

TIER II. INTERMEDIATE FUNCTIONAL COMPETENCIES

	Subject Strand 1. World of Work	Subject Strand 2. Consumer Economics	Subject Strand 3. Life Skills
Level 1.	Career Choice	Budgeting	Independent Living
Level 2.	Job Search	Banking, Credit and Insurance	Family and Self
Level 3.	Job Access	Comparison Shopping	Community Resources
Level 4.	Job Holding	Personal Possessions	Government and Law

TIER III. ADVANCED FUNCTIONAL COMPETENCIES

	Subject Strand 1. Occupational Knowledge	Subject Strand 2. Consumer Economics	Subject Strand 3. Government and Law	Subject Strand 4. Health	Subject Strand 5. Community Resources
Level 1.	Career Choice	Budgeting and Managing Resources	Government Structure and Functions	Preventive Care and Maintenance	Information Sources
Level 2.	Job Search	Comparison Shopping	Citizenship	Medical Care	Transportation
Level 3.	Job Access	Banking, Credit, Insurance and Taxes	Law	Self and Family	Community Services
Level 4.	Job Holding	Possessions	Contracts and Documents	Parenting	Recreation Resources

D. Records and Acknowledgement of Achievement — This chapter has dealt with a number of strategies for approaching basic education competencies. Figures 25, 26, 27, and 28 present master basic education needs identification and competency acquisition records for the standardized, individualized, incremental, and combination approaches. (See Figures 25, 26, 27, and 28.)

Requirements for documentation should not be taken lightly. For example, the State of Texas policy declares that:

> "Basic education skills competency terminations for in-school youth are allowable, but the SDA must be able to produce some evidence that basic skills progress occurred as a result of JTPA enrollment rather than as a result of having been in school for a given period of time." (p. 11)

Display 106 presents a record-keeping format for basic educational skills from the Kansas State Department of Vocational Education. Display 107 contains a record and certification acknowledging the attainment of academic/basic skills. This all-in-one method is used by the Central Ohio Rural Consortium. Display 108 shows the Humboldt County (California) SDA technique for monitoring and documenting computer literacy competency achievement. Display 109 provides the basic educational skills attainment record and the related certificate acknowledging competency achievement which are used in the Montana Youth Employment Competency System. (See Figures 25 through 28 and Displays 106 through 109.)

Figure 25–part a.

Master Basic Education Needs Identification Record – Standardized Approach

1. Competency	2. Grade Level Required	3. Pre Program Grade Level	4. Determined as Requiring Assistance (Yes/No – Date)	5. Point of Determination *	6. Means of Determination **	7. Intervention Strategy (ies) Prescribed ***	8. Site Assignment
a. Reading	"8"						
b. Language	"8"						
c. Math	"8"						

† Total Requiring Assistance ____________
Total Not Requiring Assistance ____________

9. Total Competencies to be Addressed† ____________
(minimum of one (1) required for "potential" positive termination)

10. Potential (Attained Youth Employment Competencies) Positive Outcome: Yes ________ No ________

* Screening/Selection, Intake, Assessment, EDP
** Pre Measurement Instrumentation (by name)
*** Particular Program Activities (by name)
Relevant data/instrumentation from the points and means of determination in */** above are included in file

Figure 25–part b.

Master Basic Education Competency Acquisition Record – Standardized Approach

1. Competency	2. Grade Level Required	3. Pre Program Grade Level	4. Identified as Needing Assistance (Yes/No – Date)	5. Intervention Strategy (ies) Prescribed in EDP	6. Post Program Grade Level	7. Means of Determination *	8. Evaluated as Achieving Competency** (Yes/No – Date)
a. Reading	"8"						
b. Language	"8"						
c. Math	"8"						

† Total Requiring Assistance ____________

†† Total Not Requiring Assistance ____________

9. Total Competencies to be Addressed† __________
(minimum of one (1) required for "potential" positive termination)

10. A) Total Competencies Achieved _______ B) Total Competencies Not Requiring Assistance †† _______ C) Total of A and B _______

11. Percentage _______
(minimum of 100% necessary for positive termination as determined by dividing the total in item 10-C by the number 3)

12. "Attained Youth Employment Competencies" Positive Termination Accomplished: Yes _______ No _______ Date
____

* Post Measurement Instrument (by name)

** Relevant needs identification, EDP, and evaluation data/instrumentation are included in file

Figure 26–part a.

Master Basic Education Needs Identification Record – Individualized Approach

1. Competency	2 a. "Program" Grade Level Required or	2b. Occupation & Related Grade Level Required*	3. Pre Program Grade Level	4. Determined as Requiring Assistance (Yes/No – Date)	5. Point of Determination **	6. Means of Determination ***	7. Intervention Strategy (ies) Prescribed ****	8. Site Assignment
	Use N/A as appropriate for 2a/2b							
a. Reading								
b. Language								
c. Math								

† Total Requiring Assistance ____________

Total Not Requiring Assistance/NA ____________

9. Total Competencies to be Addressed† ____________
(minimum of one (1) required for "potential" positive termination)

10. Potential (Attained Youth Employment Competencies) Positive Outcome: Yes ________ No ________

* List source(s) used, as well as occupation and grade level needed
** Screening/Selection, Intake, Assessment, EDP
*** Pre Measurement Instrumentation (by name)
**** Particular Program Activities (by name)
Relevant data/instrumentation from the points and means of determination in **/*** above are included in file

Figure 26–part b.

Master Basic Education Competency Acquisition Record – Individualized Approach

Use N/A as appropriate for 2a/2b.

1. Competency	2a. "Program" Grade Level Required or	2b. Occupation & Related Grade Level Required	3. Pre Program Grade Level	4. Identified as Needing Assistance (Yes/No – Date)	5. Intervention Strategy (ies) Prescribed in EDP	6. Post Program Grade Level	7. Means of Determination *	8. Evaluated as Achieving Competency** (Yes/No – Date)
a. Reading								
b. Language								
c. Math								

† Total Requiring Assistance ______

†† Total Not Requiring Assistance/NA ______

9. Total Competencies to be Addressed† ______
(minimum of one (1) required for "potential" positive termination

10. A) Total Competencies Achieved ______ B) Total Competencies Not Requiring Assistance/NA †† ______ C) Total of A and B ______

11. Percentage ______
(minimum of 100% necessary for positive termination as determined by dividing the total in item 10-C by the number 3)

12. "Attained Youth Employment Competencies" Positive Termination Accomplished: Yes ______ No ______ Date ______

* Post Measurement Instrument (by name)

** Relevant needs identification, EDP, and evaluation data/instrumentation are included in file

Figure 27-part a.

Master Basic Education Needs Identification Record - Incremental Approach

1. Competency	2. Pre Program Grade Level	3. Grade Level Required *	4. Point of Determination **	5. Means of Determination ***	6. Intervention Strategy (ies) Prescribed ****	7. Site Assignment
a. Reading						
b. Language						
c. Math						

* Add "2" to every item in column 2, as long as the baseline point is at least fourth grade level
** Screening/Selection, Intake, Assessment, EDP
*** Pre Measurement Instrumentation (by name)
**** Particular Program Activities (by name)
Relevant data/instrumentation from the points and means of determination in **/*** above are included in file

Figure 27–part b.

Master Basic Education Competency Acquisition Record – Incremental Approach

1. Competency	2. Grade Level Required	3. Pre Program Grade Level	4. Intervention Strategy (ies) Prescribed in EDP	5. Post Program Grade Level	6. Means of Determination *	7. Evaluated as Achieving Competency** (Yes/No – Date)
a. Reading	______	______	______	______	______	______
b. Language	______	______	______	______	______	______
c. Math	______	______	______	______	______	______

8. Total Competencies Achieved ________

9. Percentage ______
(minimum of 100% necessary for positive termination as determined by dividing the total in item 8 by the number 3)

10. "Attained Youth Employment Competencies" Positive Termination Accomplished: Yes ______ No ______ Date
____

* Post Measurement Instrument (by name)
** Relevant needs identification, EDP, and evaluation data/instrumentation are included in file

Figure 28–part a.

Master Basic Education Needs Identification Record – Combination Approach

1. Competency	2. Pre Program Grade Level	3. Grade Level Required *	4. Determined as Requiring Assistance (Yes/No – Date)	5. Point of Determination **	6. Means of Determination ***	7. Intervention Strategy (ies) Prescribed ****	8. Site Assignment
a. Reading	____________	____________	____________	____________	____________	____________	____________
b. Language	____________	____________	____________	____________	____________	____________	____________
c. Math	____________	____________	____________	____________	____________	____________	____________

† Total Requiring Assistance ____________

Total Not Requiring Assistance ____________

9. Total Competencies to be Addressed† ____________
(minimum of one (1) required for "potential" positive termination)

10. Potential (Attained Youth Employment Competencies) Positive Outcome: Yes _______ No _______

* List the number "8" if the item noted under column 2 is six or seven. Add "2" to every item in column 2 if it is below six or above eight. However, if the item in column 2 is eleven, just add "1". A pre program grade level of "12" means no assistance is required.

** Screening/Selection, Intake, Assessment, EDP

*** Pre Measurement Instrumentation (by name)

**** Particular Program Activities (by name)

Relevant data/instrumentation from the points and means of determination in **/*** above are included in file

Figure 28–part b.

Master Basic Education Competency Acquisition Record – Combination Approach

1. Competency	2. Grade Level Required	3. Pre Program Grade Level	4. Identified as Needed Assistance (Yes/No – Date)	5. Intervention Strategy (ies) Prescribed in EDP	6. Post Program Grade Level	7. Means of Determination *	8. Evaluated as Achieving Competency** (Yes/No – Date)
a. Reading	____	____	____	____	____	____	____
b. Language	____	____	____	____	____	____	____
c. Math	____	____	____	____	____	____	____

† Total Requiring Assistance ____________

†† Total Not Requiring Assistance ____________

9. Total Competencies to be Addressed† ____________
(minimum of one (1) required for "potential" positive termination)

10. A) Total Competencies Achieved _______ B) Total Competencies Not Requiring Assistance †† _______ C) Total of A and B _______

11. Percentage _______
(minimum of 100% necessary for positive termination as determined by dividing the total in item 10-C by the number 3)

12. "Attained Youth Employment Competencies" Positive Termination Accomplished: Yes _______ No _______ Date
____

* Post Measurement Instrument (by name)
** Relevant needs identification, EDP, and evaluation data/instrumentation are included in file

Display 106.

Name: ______________________________

Job Specific Area: ______________________________

D.O.T. Code(s): ______________________________

Basic Educational Skills

Directions: Evaluate this person by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness**.

Rating Scale:
3 Above Average
2 Acceptable
1 Needs Improvement
N No Exposure/Not Observed

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Initial Rating: ______________________________ (black ink)
(name) (date)

Update: ______________________________ (blue ink)
(name) (date)
____
(name) (date)
____
(name) (date)

Communication: Speaking

3	2	1	N	
				1. Speaks distinctly
				2. Speaks with appropriate voice level
				3. Speaks fluently
				4. Uses correct grammar
				5. Uses words in appropriate context
				6. Uses timing (knows when to speak and when to listen)
				7. Responds appropriately; contributes to the topic at hand
				8. Expresses ideas in a logical sequence
				9. Speaks before an audience
				10. Expresses/explains own point of view
				______________________________

Communication: Writing

3	2	1	N	
				1. Writes legibly
				2. Uses correct grammar
				3. Uses correct spelling
				4. Uses words in appropriate context
				5. Uses correct written form (capitalization, sentence structure, paragraphs...)
				6. Uses correct punctuation
				7. Uses appropriate format (letters, forms, reports...)
				8. Presents ideas in a logical manner
				9. Appropriately expresses own point of view
				______________________________

Understanding Oral Communication: Listening

3	2	1	N	
				1. Demonstrates auditory discrimination
				2. Demonstrates attentiveness
				3. Listens for content
				4. Listens to remember
				5. Listens for speaker's feelings
				6. Attends to speaker's "body language"
				7. Accurately restates a previous conversation
				8. Distinguishes fact from opinion
				______________________________

Understanding Written Communication: Reading

3	2	1	N	
				1. Reads at an appropriate vocabulary level for employment (word recognition, word meaning...)
				2. Reads at an appropriate rate for employment
				3. Accurately explains the content of written materials
				4. Accurately restates the sequence of events or ideas in written materials
				5. Accurately indicates inferences and details within written materials
				6. Uses a variety of sources of information (library, reference books, dictionary...)
				7. Distinguishes between fact and opinion in written materials
				8. Follows written directions

Applying Mathematical Skills

3	2	1	N	
				1. Reads, writes, and counts ☐ Whole nos. ☐ Decimals ☐ Money ☐ Fractions ☐ %
				2. Adds and subtracts ☐ Whole nos. ☐ Decimals ☐ Money ☐ Fractions ☐ %
				3. Multiplies and divides ☐ Whole nos. ☐ Decimals ☐ Money ☐ Fractions ☐ %
				4. Makes acceptable estimates ☐ Whole nos. ☐ Decimals ☐ Money ☐ Fractions ☐ %
				5. Measures accurately ☐ Linear ☐ Volume ☐ Temperature ☐ Area ☐ Weight ☐ Other ☐ Angular ☐ Time
				6. Accurately explains what is meant by various signs, symbols, and equations used in employment
				7. Accurately explains what is being expressed through forms, graphs, charts, and tables
				8. Correctly uses computational aids ☐ Calculator ☐ Computer ☐ Other
				9. Coordinates reading and mathematical skills in order to solve word problems
				______________________________

Display 107.

CENTRAL OHIO RURAL CONSORTIUM YOUTH COMPETENCY CHECKLIST

Academic/Basic Skills

Participant Name______________________________ Social Security No.__________

CORC Representative______________________________ County__________

Date Attained **Competency Area**

Reading - 1. Demonstrates Basic Reading Skills

1.1__________ Meets or exceeds the proficiency requirements on SRA reading test

1.2__________ Reads with understanding, words used on most applications

1.3__________ Is able to read want ads, job announcements, telephone books

1.4__________ Recognizes warning, safety and directional signals

Math - 2. Demonstrates Basic Math Skills

2.1__________ Recognizes Arabic numbers to 10,000

2.2__________ Tells time

2.3__________ Adds, subtracts, multiplies & divides whole numbers

2.4__________ Computes basic measurements

2.5__________ Makes correct change

Language - 3. Demonstrates Effective Oral & Written Communications Skills

3.1__________ Speaks intelligibly

3.2__________ Writes legibly

Comments____

CERTIFICATION - I certify that the above named participant has met the established criteria to be considered as having mastered the competencies listed above.

______________________________ ______________________________
(CORC Representative) (Date)

Display 108.

STAFF MONITORING SYSTEM

This Basic Education Skills-Computer Literacy Orientation program will be monitored on a regular basis. The monitoring system will encompass a review of no less than 10% of the participant records of those youth participating in this program to verify that the records contain the following documentation:

1. That the participants are economically disadvantaged or have other documented barriers to employment.
2. That participants were age 14 through 21 at time of enrollment.
3. A completed enrollment form (Status Action Form) showing enrollment into this program.
4. Pre-test/assessment documentation substantiating that participants did not have the employment competencies prior to JTPA enrollment.
5. Post-test results substantiating the attainment of the competencies.

The results of any and all monitoring of this competency program will be maintained by ETD.

The staff providing the training and the administration of the final tests for this competency program are:

Caroline Henner

Dorothy Brown

-BASIC EDUCATION SKILLS-

-COMPUTER LITERACY-

Document of Competency Attainment

PARTICIPANT: ______________________________

TRAINING SITE: ______________________________

INSTRUCTOR: ______________________________

DATE START: ______________________________

DATE END: ______________________________

COMPETENCY		DATE TESTED	RATING
I. A.	Computer Literacy		
IA-1	Knowledge of fundamental computer technology		
IA-2	Understand the differences between a stand alone and a network system		
IA-3	Knowledge of data processing cycle		
IA-4	Knowledge of input and output devices		
IA-5	Knowledge of examples of hardware and software components		
I. B.	Computer Operation		
IB-1	Demonstrate the ability to operate special function keys		
IB-2	Knowledge of basic care of a computer system		
IB-3	Demonstrate the ability to log on to hard disk system and ready application for use		

IB-4	Demonstrate the ability to produce a hard copy of selected work		
IB-5	Possess a familiarity of procedures followed in writing a computer program in BASIC language		
I. C.	Software		
IC-1	Knowledge of basic software categories		
IC-2	Knowledge of simple editing commands on a word processing program		
IC-3	Demonstrate the ability to create a data base		
IC-4	Ability to perform math calculations using a financial spreadsheet program		
I. D.	Computer Usage in Society		
ID-1	Knowledge of ways computers are used in the world today		
ID-2	Knowledge of problems involved with usage of computers		
ID-3	Knowledge of future direction of computer usage		
I. E.	Employment Opportunities in the Computer Field		
IE-1	Knowledge of jobs in the computer field		
IE-2	Understand the importance of computer literacy as a salable job skill		

This document certifies that the above named participant has successfully completed the Computer Literacy Program and has obtained the above competencies.

INSTRUCTOR________________________________ DATE____________

Display 109

BASIC EDUCATIONAL SKILLS ATTAINMENT RECORD

Participant ____________ Social Security # ____________

Occupational Goal: ____________ Competency Attained Yes ___ No ___

Appropriate Educational Level* ____________

1. Demonstrates abilities in reading, writing and mathematics at level appropriate for occupational goal ____________ ____________.

Certified by ____________

Date ____________

	INITIAL ASSESSMENT				POST ASSESSMENT				
Subject	Initial Score	Testing Method	Date	Staff Sign-off	Subject	Final Score	Testing Method	Date	Staff Sign-off
Reading	______		___	___	Reading	___		___	___
Writing	______		___	___	Writing	___		___	___
Mathematics	______		___	___	Math	___		___	___

* Source of information used to determine educational levels appropriate to occupational goal ____________ ____________ ____________.

Comments ____________
____
____
____
____

JSTD 35 (New 10/84)

This is to certify that

____

has met the goals for and attained the competency:

Basic Educational Skills

For the occupation: ______________________________

Conducted by: ______________________________

Montana
Department Of Labor And Industry
Job Service And Training Division

____

Date ____________________

13. Job Specific Skills

A. Strategic Options/Related Activities and Components — Job specific skills are also taught in nearly every service delivery area nationwide through a wide array of modalities, including: on-the-job training, classroom training (group), less than class training (single referral with paid tuition), customized/tailored training, vestibule training, internship, youth tryout employment, work experience, cooperative education, and distributive education, among others. Countless "public domain" courses and vendor offered packages are used to help participants acquire the cognitive, affective, and psychomotor capacities related to job specific skills. Yet even with all these resources being committed to occupational skills training, only a fraction of the SDAs involved are using a competency-based approach. This is slightly perplexing.

The technology and program capability are certainly available. It could be that localities want to set up one competency area at a time, starting with pre-employment/work maturity, then proceeding to basic education, and finally to job specific skills. It could be that many believe acquiring job specific skills is so closely related to getting a job that going through the additional work of setting up a job specific skills youth employment competencies system is unnecessary. There are definitely some persuasive counter arguments to this posture, however, such as: increased "fallback" positive terminations, greater accountability of the overall program, better prepared participants, tighter management and control over subcontractors through competency-based RFPs and performance-based contracts, improved communication between project segments, smoother client flow coordination, and quicker enrollee feedback.

In most cases, SDAs seem to steer away from running competency-based job specific skills programs because of unfamiliarity with the various strategic alternatives possible. They look at the maze of modalities discussed above and intuitively determine that no single approach could cover every option. This is true. Few localities have all of their occupational training projects in a competency-based delivery mode. Those that do have been at it for some time. The trick is to select that portion of an SDA's job specific skills preparation offerings most amenable to competency-based programming and begin there. Start small, establish a firm foundation, and build slowly. To make such a choice, the alternatives must be clear.

The following list of strategic options for approaching the establishment of job specific skills youth employment competencies programs is neither fixed nor finite. It is one of many ways to organize the occupational training options, and it does provide a place to start. This chapter differs from the one on pre-employment/work maturity and basic education in that two sections are combined: Strategic Options and Related Activities and Components. The reason is that the approaches are inextricably linked herein — both conceptually and functionally — to the services, curricula, and modules for teaching job specific skills. They appear to be mutually defined, at least for the purposes of this section. Within each of the options themselves, there may be some differences in delivery, even though working with similar offerings. This will be due to variations in design of activities (OJT, youth tryout) or in application of components (group size class, individual slot purchased). The overall principles and practices inherent in the strategies remain constant.

The alternatives identified and utilized to date include:

- worksite (on-the-job training, youth tryout employment, work experience)
- classroom (pay for places in already existing courses/contract for new classes specially formulated for participants)
- apprenticeship programs/Job Corps
- commercial packages/systems (bought to prepare enrollees for particular licensing examinations or occupational credentialling procedures)
- curriculum consortia/networks
- doing your own.

Utilization of any of these strategies requires approval of the private industry council. The requirements of a sufficiently developed youth employment competency system must be met in all cases.

Each of these options will be discussed in turn, after consideration of a pivotal factor. The private sector has an extremely important and continuous role to play in youth oriented job specific skills programs. This is especially true in those programs that develop and use competency-based approaches. Involvement of the private sector is key in several places. This involvement must be sought and nurtured if it is to be realized in such ways as:

- identification of current and projected skills training needs based on the requirements of the local labor market
- determination of entry level competencies for new employees
- establishment of performance criteria for entry level hiring commensurate with private sector expectations and standards

- assistance in curriculum design, instructor preparation, and development of training materials
- participation in program review, and assessment/evaluation of participants
- provision of worksites, and occasionally classrooms, as well as hiring commitments at the completion of training
- donation of training equipment, space, and supplies.

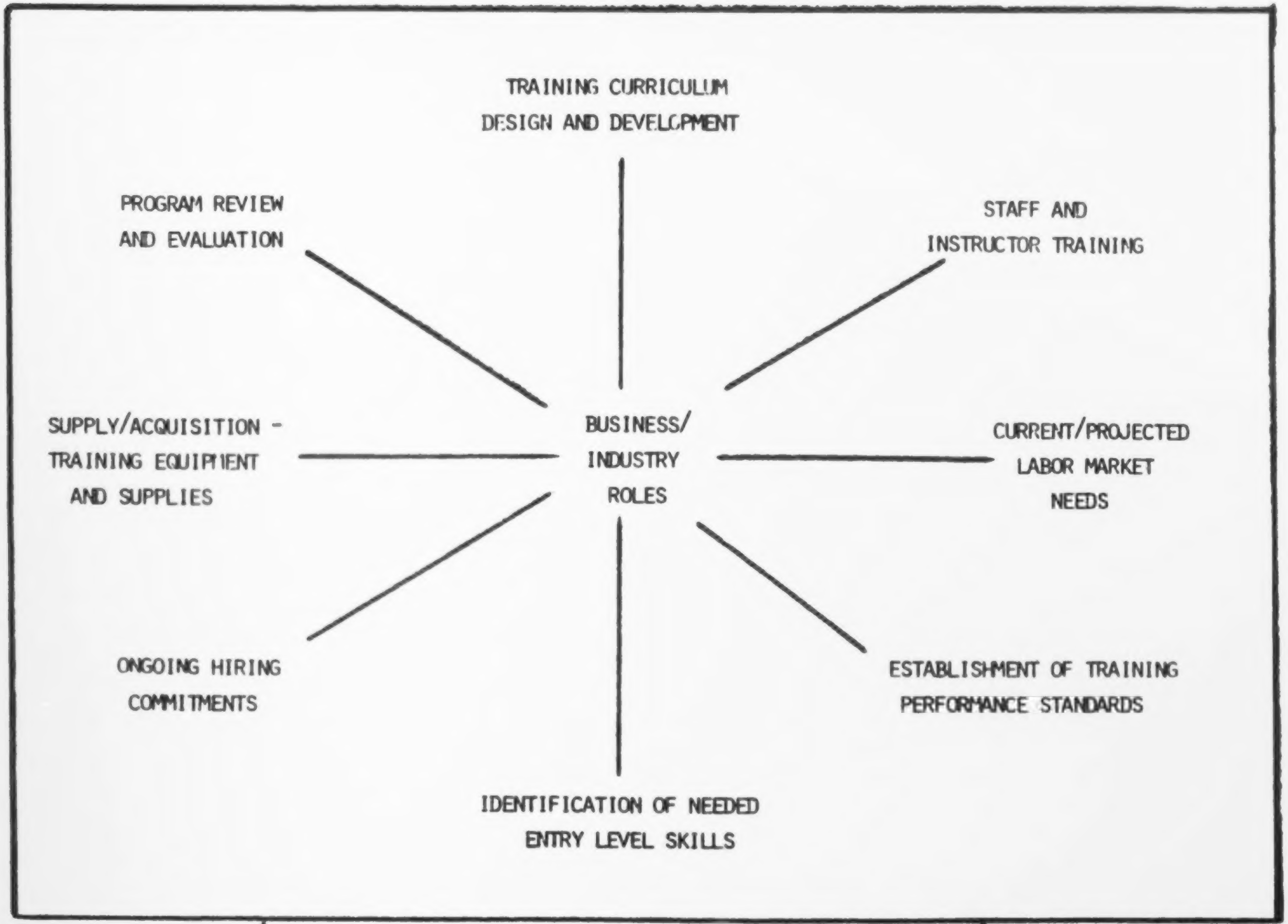
Contacts with the private sector ought to be made as soon as possible in the training development cycle. Those companies that have contributed time, expertise, or other resources to locally operated job specific skills training programs are likely to retain a commitment to the overall success of the effort. The return on their investment is the hiring of qualified, new, young employees. Display 110 outlines a variety of roles that the private sector can play in youth training programs. (See Display 110.)

The First Five — Using What's Alive!

The attainment of job specific skills competencies indicates that young people have demonstrated proficiency in those technical skills necessary to maintain employment in a certain occupation or occupational cluster. In **worksite options**, the indicators and benchmarks should be decided upon based on accepted industry practices and employer feedback. Skills will vary of necessity, depending on enrollee career decisions, the occupations selected, and the training time available, but should include knowledge of terms, use of tools (if appropriate), and utilization of safety procedures, in addition to the technical requirements.

In the Kansas Model, the goal for OJT, youth tryout employment, and work experience is for the participant to receive certification by his/her site supervisor that an acceptable level of performance — at the tasks listed in his/her job specific skills training outline — has been demonstrated after completion of no less than 75% of the scheduled training time. The process for OJT, youth tryout employment, and work experience is for the JTPA representative and worksite supervisor to identify the occupation for which the participant will be trained. Then a brief job description, based on information provided by the employer and the Dictionary of Occupational Titles--4th Edition, is entered in the appropriate place on the training outline. After reviewing duties, requirements, and skills needed for the position, the representative and the employer jointly agree on and list no less than seven tasks on the training outline in which the participant will be trained. These are written in the form of performance objectives. The worksite supervisor determines progress through observation and/or product review.

Display 110.


TRAINING CURRICULUM DESIGN AND DEVELOPMENT
PROGRAM REVIEW AND EVALUATION
STAFF AND INSTRUCTOR TRAINING
SUPPLY/ACQUISITION - TRAINING EQUIPMENT AND SUPPLIES
BUSINESS/ INDUSTRY ROLES
CURRENT/PROJECTED LABOR MARKET NEEDS
ONGOING HIRING COMMITMENTS
ESTABLISHMENT OF TRAINING PERFORMANCE STANDARDS
IDENTIFICATION OF NEEDED ENTRY LEVEL SKILLS

PRIVATE SECTOR ROLES IN YOUTH TRAINING PROGRAMS

(Source: "SCATE Program Evaluation Twenty Seven Month Comprehensive Report", Hampden, County Employment and Training Consortium, June 30,1982, Page 70)

Measurement of participant attainment is done through employer/supervisor feedback and rating of required task performance. Acquisition of job specific skills competencies is certified when an average rating (or better) is received on all items listed in the training outline after completion of no less than 75% of the scheduled training time in OJT, tryout, and work experience. Display 111 presents the Kansas JTPA Job Training Outline, which is used to delineate the skills being taught. (See Display 111.)

Two points should be noted. First, this format is not used for teaching, measurement, or tracking; it simply delineates what is to be learned. Second, even though only seven tasks are required, the duties listed under each constitute a significant range of skills to be acquired.

The State of Wisconsin's technical assistance guide on youth employment competencies describes a simple yet effective way of providing job specific skills training on the job. It is being operated at the Midland Park School, a juvenile corrections facility in Iowa. The Midland Park School job coordinator sets up vocational programs with local businesses and industries in occupational categories not available at the corrections school. The job coordinator and local company owner or manager set up individual competency-based curriculum outlines for each off-grounds training site. As training progresses, the worksite supervisor notes the date the youth achieved each skill. The worksite supervisor determines: (a) if the young person can perform the task with or without assistance, and (b) if the level at which the participant performs the task is or is not acceptable in competitive employment. When a youth successfully completes the training program, he/she is awarded a competency certificate for the particular type of work, as well as a letter of recommendation. This format encourages accountability. Instructors can use it to trace their progress in providing training. Coordinators can use it to review results and to justify either extending training or changing the enrollee's field of concentration. This approach has significant teaching and tracking benefits over and above the intrinsic potential for positive termination.

JTPA 24
7/84

KANSAS JTPA JOB TRAINING OUTLINE

Participant's Name: ______________________ Occupation Building Maintenance Work

D.O.T. Code 899.381-010

JOB DESCRIPTION:

TASKS PERFORMED

The participant will be able to:	The participant	HOURS
1. recognize and safely use hand and power tools	1. a. Will be able to name and identify handtools	75
	b. Will be able to name and identify power tools	
	c. Will be able to name safety procedures that must be followed when using various tools	
	d. Will be able to identify what tools are necessary to perform specific tasks	
	e. Will be able to use paint spray guns, hammers, saws, pliers, wrenches, wire cutters, screw drivers and paint brushes	
	f. Will be able to operate a router, a table saw, a drill press, a hand circular saw, a lathe, a sabre saw, a jig saw, a band saw, a belt sander, and a radial arm saw	
	g. Will consistently return tools to their places	
2. perform basic electrical repairs	2. a. Will install and replace fixtures and switches.	300
	b. Will repair a defective lamp	
	c. Will inspect heating and cooling equipment so that worn parts can be fixed before breakdowns occur	
3. perform basic carpentry duties	3. a. Will be able to perform basic measurements	350
	b. Will repair doors and windows	
	c. Will be able to repair plaster	
	d. Will be able to repair woodwork	
	e. Will be able to build shelves and/or other simple constructions	

Specific Objective of Training:

Payroll Procedures:

Distribution: ASC-white; Employer-goldenrod; SDA-pink; Representative-green; Participant-blue

Display 111.
JTPA 24
7/84

KANSAS JTPA JOB TRAINING OUTLINE

Participant's Name: ____________________ Occupation Building Maintenance Worker Continued

D.O.T. Code 899.381-010

JOB DESCRIPTION:

TASKS PERFORMED

The participant will be able to:	The participant:	HOURS
4. perform basic plumbing repairs	4. a. Will be able to work with galvanized waterpipe	300
	b. Will be able to work with copper waterpipe	
	c. Will be able to replace washers and valves	
	d. Will be able to unclog drains	
	e. Will be able to repair and/or replace leaky pipes and faucets	
	f. Will be able to repair and/or replace toilets	
5. perform basic painting	5. a. Will properly prepare surfaces to be painted	275
	b. Will select appropriate type of paint	
	c. Will select appropriate method to apply paint	
	d. Will be able to properly apply paint	
	e. Will be able to clean work area and tools when finished	
6. demonstrate knowledge of job related terms	6. a. Will be able to define technical terms pertaining to the field	20
	b. Will use common terms correctly	
7. perform basic custodial tasks	7. a. Will select appropriate cleaning tools	120
	b. Will select and prepare appropriate cleaning solutions	
	c. Will be able to use correct technique	
	d. Will use correct safety precautions	
	e. Will put away tools, chemicals and cleaners when finished	
	f. Will appropriately dispose of waste, dirt, and garbage	
		1440

Specific Objective of Training:

Payroll Procedures:

Distribution: ASC-white; Employer-goldenrod; SDA-pink; Representative-green; Participant-blue

There are some who will argue that adapting an OJT contract, for example, to a competency-based mode would be overly difficult and time consuming. This is not the case. The "curriculum" is already in the OJT agreement format, along with a job description. Employers have to indicate what the young person learned, just by the nature of the activity. As it says in the Guide to the Montana Youth Employment Competency System, "It is likely that job duties will have to be restated in 'competency language'." Several lines may have to be added to specify "how well" (benchmark) the "what" (competency) was learned. Means of measurement, such as observation and product review by the worksite supervisor, can be clarified by typing in a few sentences. Forms conversion to a checklist or rating scale would require some effort and time, but not inordinate amounts. The payback is well worth the cost.

There has been a little concern raised about the basis for worksite supervisor determinations of required performance levels in the worksite approach to conducting job specific skills competency-based programming. Nobody disagrees with its need to be done in a site specific mode. But in order to give some commonality to the process, at least in terms of a starting point, the State of Texas has decided that:

> "If an SDA does choose to pursue this option, some reliable source, such as the Dictionary of Occupational Titles, could be used to generate a list of competencies for a given job and that list could be added to or deleted from upon mutual agreement of the employer and the staff representative." (p. 12)

A number of SDAs have expressed satisfaction with their state and local employment security offices as sources of timely and accurate employer-related job requirements.

Employer surveys have found that many businesses and industries want entry level workers who are literate and trainable, preferring to do the bulk of the job specific skills training themselves. Other companies that consider technical proficiencies essential to initial hiring and later success frequently require two or more years of vocational preparation. Occupational skills training courses are the usual employment and training response to requests for long-term job preparation. Such undertakings — to be effective and competency-based — often take well over a year to develop, including the involvement of full-time staff working with employer advisory councils. Actual classroom learning calls for an outlay of space, equipment, and materials, and teachers proficient in the occupational field and trained to provide competency-based instruction. This type of effort will be viewed by most SDAs as beyond local capacities or resources to attempt in-house.

It is in such circumstances that the **classroom option** becomes a very viable alternative. Where long term job specific skills training is desirable, and affordable, it probably should be on a contract basis with service providers who have already developed curricula and competency measures which have been validated by employer groups. It should also be done with those subcontractors who know how to plan, develop, and implement a course as efficiently as possible. Service providers for occupational skills training could include vocational-technical and proprietary schools, community and junior colleges, and in some cases, employers themselves. These contractors could deliver group size classes for participants or accept referrals of enrollees on an individual basis.

Programs occasionally have need for instruction that falls outside of the regular classroom or less-than-class (tuition paid by slot) training conducted through already existing courses. This need for new, specialized job specific skills preparation is generally met in the form of customized/tailored training formulated to address the very particular requirements of certain employers.

In the Kansas Model, the goal for the classroom training approach is for a participant to receive passing credit, a certificate, or a diploma from a subcontractor after successfully completing a training course approved by the JTPA representative. The process for classroom training calls for the JTPA representatitve to record — in the Planned Activities/Results section of the EDP — the objective of the classroom training activities, e.g., to obtain a particular grade. The JTPA representative records the outcome(s) related to the objective on the EDP update. Certification for acquisition of job specific skills competencies through classroom training in the Kansas Model requires a passing grade (C or above) to be awarded by the instructor.

In some cases, SDAs will have to give service providers a competency-based programming brush-up. At other times, the reverse is true. But programming is only part of it. Whatever subcontractors do must somehow be formatted to meet the requirements of a sufficiently developed youth employment competency system. According to the State of Texas policy, for example:

> "Competency-based curricula of training institutions approved by TEA (Texas Educational Agency) will be accepted by the state, provided the PIC approves a given curriculum and it meets the six state criteria. Meeting the six state criteria should not involve extensive rewriting of an institution's curriculum for a skills training course; however, if the PIC wishes to delete or add competencies to a curriculum in order to approve it, it is appropriate to do so." (p. 12)

Where an SDA is paying for a whole course, it can probably get the competencies written, recorded, and reported as needed. If the SDA pays for a slot at a time, or purchases group space in an ongoing class, the service provider may not be willing to reformat. As noted in the Guide to the Montana Youth Employment Competency System, forms to enter job specific skills outcomes attained in classroom settings "will be more difficult to prepare due to the vast number of individual occupations youth may be training for."

The need to retain a competency-based formatting emphasis is reflected in instances in which competency attainment is utilized as a fallback termination if placement or other employability enhancement outcomes are not achieved. According to the State of Texas policy:

> "If a participant, for example, achieves job specific skills in an occupational skills training course but is not placed in employment, the competency termination under job specific skills can be utilized only if the PIC-approved competency curriculum has been built into that individual's training plan. Such participants have been documented as having attained such competencies. 'After the fact' competency terminations which are not built into the training plan for the individual participant are not allowed." (p. 13)

Service delivery areas usually feel that class-size job specific skills training can be formatted into a competency-based mode to meet sufficiently developed system requirements more readily than individual (less-than-class) training, because of leverage on vendors, as well as economies of scale in impact, time, money, effort, and output realized.

Some SDAs — either in lieu of or in addition to the worksite and/or classroom options — prefer using the **"program strategy"** by sending youth to apprenticeship or Job Corps projects to acquire competency-based job specific skills. Other localities have a different approach to job specific skills competencies. They purchase **special teaching packages** designed to help participants (a) attain licensure, e.g., pass state boards to become a licensed practical nurse, or (b) obtain a vocational credential, e.g., pass the Registered Medical Assistant Examination administered by the American Medical Technologist Association, and secure professional certification as a medical office assistant.

At last, more and more employment and training practitioners are learning about some of the education field's marvels — **curriculum consortia/networks.** Utilization of these resources by SDAs constitutes the fifth strategic option for approaching job specific skills. Display 112 presents the location of vocational curriculum material centers in 38 states and territories. Among other things, these centers develop competency-based state instructional guides for occupational training. For example, Maryland and West Virginia are cooperating in developing some of these, guides which are written by master teachers. Each guide contains a competency profile, course of study, and student competency sheets. Each year, roughly eight guides will be completed by each state. It is expected that this two state consortium will complete some one hundred guides by September, 1987. (See Display 112.)

Both states use resource materials from the Vocational Technical Education Consortium of States (VTECS), the Oklahoma State University Curriculum Instructional Materials Center (CIMC), and the Mid-America Vocational Curriculum Consortium (MAVCC). VTECS catalogs contain task analyses and performance objectives for different occupational job titles. CIMC and MAVCC curriculum guides contain excellent information sheets, job sheets, overhead transparency masters, and written exams. Through the combination of VTECS, CIMC guides, and MAVCC guides, competency-based curricula can be developed using the student competency sheet format. In the Maryland and West Virginia effort, no state guide will start from scratch or reinvent the wheel. It is hoped that the state guides will be used to update and modify locally-developed materials.

VTECS is an organization with nationally recognized expertise in competency-based vocational-technical education. Full members include the states of Alabama, Arizona, Florida, Georgia, Illinois, Kansas, Kentucky, Maryland, Michigan, Mississippi, Missouri, Pennsylvania, South Carolina, Virginia, and West Virginia. Associate members include the U.S. Air Force, U.S. Army, U.S. Marine Corps, and U.S. Navy. VTECS offers three major products: catalogs of performance objectives and performance guides, curriculum guides, and criterion referenced test items which are described in Display 113, along with the new occupational data analysis system. SDAs would find it in their best interest, and that of their participants, to thoroughly explore the VTECS offerings. (See Display 113.)

Display 112.

VOCATIONAL CURRICULUM MATERIAL CENTERS

Vocational Curriculum Development Unit
Room 802, State Office Building
Montgomery, Alabama 36130

Northern Institute
650 West International Airport Road
Anchorage, Alaska 99503

Southeast Regional Resource Center
538 Willoughby
Juneau, Alaska 99801

Media Implementation Center
7701½ Scott Hamilton Drive
Little Rock, Arkansas 72209

Vocational & Occupational Information Center for Educators (VOICE)
721 Capitol Mall
Sacramento, California 95814

Vocational Education Productions
California Polytechnic State University
San Luis Obispo, California 93407

Curriculum Materials Service
Vocational Education Bldg., #116
Colorado State University
Fort Collins, Colorado 80523

Career Education Center
415 North Monroe Street
Tallahassee, Florida 32306

Center for Studies in Vocational Education
Florida State University
600 W. College Avenue
Tallahassee, Florida 32306

American Association for Vocational Instructional Materials (AAVIM)
120 Engineering Center
Athens, Georgia 30602

The Center for Vocational Education Curriculum Materials Development
628 Aderhold Hall
University of Georgia
Athens, Georgia 30602

Vocational Curriculum Center
3952 Shirley Drive, S.W.
Atlanta, Georgia 30336

Idaho Curriculum Dissemination Center
218 College of Education
University of Idaho
Moscow, Idaho 83843

Illinois Curriculum Management Center
Division of Vocational and Technical Ed
1035 Outer Park Drive, Suite 201
Springfield, Illinois 62706

Research and Development Section
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Vocational Educational Services
840 State Road 46 Bypass, Room 111
Indiana University
Terre Haute, Indiana 74800

Iowa Association for Vocational Instructional Materials
Agricultural Engineering Department
Iowa State University
Ames, Iowa 50010

Kansas Vocational Curriculum Dissemination Center
207 Whitesitt Hall
Pittsburg State University
Pittsburg, Kansas 66762

Curriculum Lab
Division of Materials and Curriculum
19th Floor, Capital Plaza Tower
Frankfort, Kentucky 40601

Vocational Curriculum Development and Research Center
823 College Avenue
Natchitoches, Louisiana 71457

Maryland Vocational Curriculum Production Project
Western Maryland Vocational Resource Center
P.O. Box 5448, McMullen Highway
Cresaptown, Maryland 21502

Maryland Vocational Curriculum R&D Center
Industrial Education Department
University of Maryland
College Park, Maryland 20742

Technical Education Research Center
44 Brattle Street
Cambridge, Massachusetts 02138

Massachusetts Vocational Curriculum Resource Center
Minuteman Regional Vo-Tech School
758 Marrett Road
Lexington, Massachusetts 02173

Curriculum Resource Team
100 Wills House
Michigan State University
East Lansing, Michigan 48824

Vocational Education Resource Center
133 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Minnesota Curriculum Services Center
3554 White Bear Avenue
White Bear Lake, Minnesota 55110

Research and Curriculum Unit
Mississippi State University
Drawer DX
Mississippi State, Mississippi 39762

Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri - Columbia
Columbia, Missouri 65211

Nebraska Vocational Curriculum Resource Center
Kearney State College, West Campus
Kearney, Nebraska 68847

Learning Resource Center
Keene State College
Keene, New Hampshire 03431

Vocational Research Curriculum Office
Keene State College
Keene, New Hampshire 03431

New Jersey Vo-Tech Curriculum Laboratory
Building 4103 - Kilmer
Rutgers University
New Brunswick, New Jersey 08903

Sex Equity Dissemination Center
University of New Mexico
3010 Mesa Vista
Albuquerque, New Mexico 87131

Vocational Instruction Unit
New Mexico State Department of Education
Education Building
Santa Fe, New Mexico 87503

Vocational Curriculum Material Dissemination Center
Eastern New Mexico University
Portales, New Mexico 88130

Bureau of Occupational Education
Curriculum Development
State Education Department
Albany, New York 12234

Institute for Occupational Education
Cornell University, Stone Hall
Ithaca, New York 14840

The Center for Occupational Education
North Carolina State University
Raleigh, North Carolina 27607

The National Center of Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Ohio Agricultural Education
Curriculum Materials Service
Room 254, 2120 Fyffe Road
Ohio State University
Columbus, Ohio 43210

Vocational Instructional Materials Lab
1885 Neil Avenue, Room 112
The Ohio State University
Columbus, Ohio 43210

Curriculum & Instructional Materials Center
Oklahoma State Dept. of Vo-Tech Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

Mid-America Vocational Curriculum Consortium (MAVCC)
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

Continuing Education Publications
Extension Annex
Corvallis, Oregon 97331

Vocational Education Information Network (VEIN)
Stayer Research & Learning Center
Millersville State College
Millersville, Pennsylvania 17551

Vocational Education Resource Center
Regional Office of Education
Box 729
Hato Rey, Puerto Rico 00817

Curriculum Resource Center
Rhode Island College
Department of Industrial Technology
Providence, Rhode Island 02908

Vocational Curriculum Development Section
1107 Barringer Building
1338 Main Street
Columbia, South Carolina 29201

Vocational Curriculum Laboratory
State of Tennessee
Department of Education
P.O. Box 1114
Murfreesboro, Tennessee 37130

Center for Occupational Curriculum Development
Main Building 2400
The University of Texas at Austin
Austin, Texas 78712

Home Economics Instructional Materials Center
Texas Tech University
Box 4067
Lubbock, Texas 79409

Occupational Curriculum Laboratory
East Texas State University
Commerce Texas 75428

Vocational Instructional Services
F.E. Box 182
Texas A&M University
College Station, Texas 77843

ERIC Resource Center
State Department of Education
Montpelier, Vermont 05602

Vocational Education Curriculum Center
Virginia Commonwealth University
820 North Lombardy Street
Richmond, Virginia 23284

West Virginia Vocational Curriculum Lab
Cedar Lakes Conference Center
Ripley, West Virginia 25271

Display 113.

Catalogs of Performance Objectives and Performance Guides

Catalogs

Using systematic development procedures, V-TECS members perform an on-the-job task analysis of an occupation, validate the tasks through a survey of workers, and from the tasks develop performance objectives with performance guides. The objectives and guides are subjected to further review by user groups prior to publication.

V-TECS is unique in that the incumbent worker is the source for **identification and validation** of the task; tools, equipment, work aids; elements of the performance objectives (to include the standards and conditions) and elements of the performance guides.

A Catalog is "basically" a detailed job description of a specific occupation. It answers many questions and deals with the hands-on aspect of an occupation, or the "psychomotor skills" involved.

Compiled in the worker-validated catalogs are: Performance Objectives (which include every duty and task required for a job), Performance Standards, and Conditions for performing the tasks, organized by duty areas.

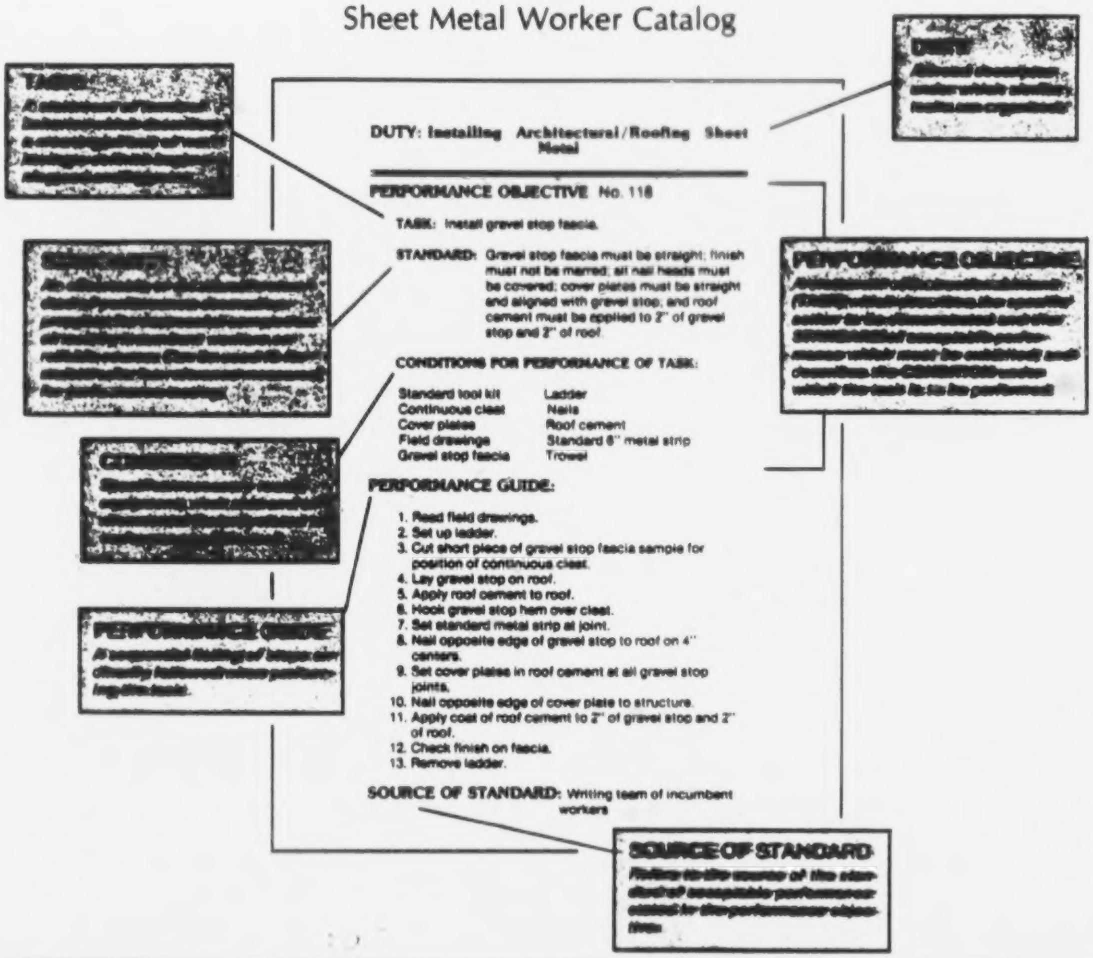
Also included are: Indexes of Duties and Tasks; Equipment and Tool Lists; Sources of Standards; and Sources of Literature which relate to the job title in question.

To date, V-TECS members have produced more than 130 catalogs which provide in-depth analysis of more than 350 job titles as defined by the Dictionary of Occupational Titles.

The catalogs include 23,000 tasks representing input from nearly 19,000 incumbent workers.

Sample Page:

Performance Objective
From
Sheet Metal Worker Catalog


PERFORMANCE OBJECTIVE
PERFORMANCE GUIDE
SOURCE OF STANDARD

DUTY: Installing Architectural/Roofing Sheet Metal

PERFORMANCE OBJECTIVE No. 118

TASK: Install gravel stop fascia.

STANDARD: Gravel stop fascia must be straight; finish must not be marred; all nail heads must be covered; cover plates must be straight and aligned with gravel stop; and roof cement must be applied to 2" of gravel stop and 2" of roof.

CONDITIONS FOR PERFORMANCE OF TASK:

Standard tool kit
Continuous cleat
Cover plates
Field drawings
Gravel stop fascia
Ladder
Nails
Roof cement
Standard 6" metal strip
Trowel

PERFORMANCE GUIDE:

1. Read field drawings.
2. Set up ladder.
3. Cut short piece of gravel stop fascia sample for position of continuous cleat.
4. Lay gravel stop on roof.
5. Apply roof cement to roof.
6. Hook gravel stop hem over cleat.
7. Set standard metal strip at joint.
8. Nail opposite edge of gravel stop to roof on 4" centers.
9. Set cover plates in roof cement at all gravel stop joints.
10. Nail opposite edge of cover plate to structure.
11. Apply coat of roof cement to 2" of gravel stop and 2" of roof.
12. Check finish on fascia.
13. Remove ladder.

SOURCE OF STANDARD: Writing team of incumbent workers

BEST COPY AVAILABLE

V-TECS Curriculum Guides

The V-TECS Guide is a natural extension of one or more catalogs. While a catalog is a detailed job description of an occupation, a Guide provides the competency-based content and resources needed to **deliver** the training for that occupation.

Guides take into account the cognitive and affective domains of learning.

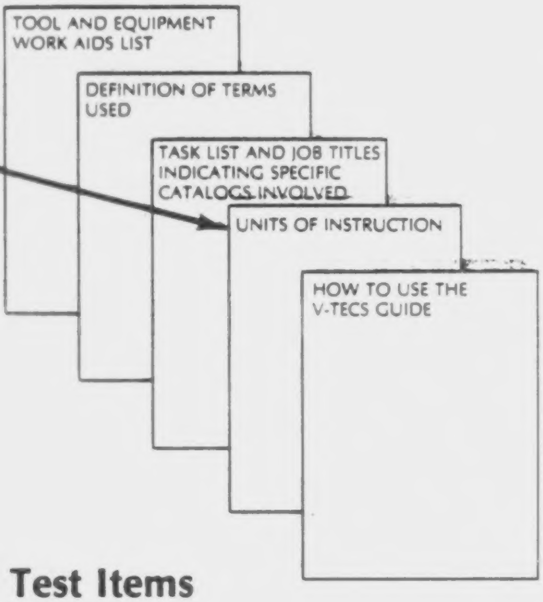
The development of a V-TECS Guide involves workers and instructors in the occupation, and is verified by workers and instructors that are knowledgeable of the occupation. This developmental process provides the user with confidence in the materials, and flexibility in conducting classroom and lab activities. A V-TECS Guide includes the following elements:

UNITS OF INSTRUCTION

Each unit of instruction is designed from a task or in some cases, tasks, identified in a V-TECS catalog related to the guide.

As a minimum, a unit of instruction includes:

1. *performance objective, to include task, standard and condition,*
2. *performance guide, (steps to perform),*
3. *support knowledges needed for task performance (enabling objectives),*
4. *performance materials such as tools or suppliers,*
5. *learning activities,*
6. *performance evaluation procedures, and*
7. *student information sheets.*


TOOL AND EQUIPMENT WORK AIDS LIST
DEFINITION OF TERMS USED
TASK LIST AND JOB TITLES INDICATING SPECIFIC CATALOGS INVOLVED
UNITS OF INSTRUCTION
HOW TO USE THE V-TECS GUIDE

Criterion Referenced Test Items

Validated Criterion Referenced Test Items are test items based on V-TECS task lists and accessed through a **Computerized Test Item Bank System.**

The System assists users in constructing a test for a specific occupation. In order to obtain available test items, the user must simply identify the task and/or performance objective of the job or occupation being evaluated.

ODAS Occupational Data Analysis System

In light of constantly changing technologies, V-TECS realizes the need for vocational-technical education personnel to be able to more quickly and more thoroughly meet the ever-changing requirements of business, education, and industry.

V-TECS now offers members and non-members the opportunity to utilize the wealth of occupational and labor market information that currently exists along with other products produced by V-TECS, to further assure that curriculum content is relevant to the needs of business and industry.

This new dimension of V-TECS is the **OCCUPATIONAL DATA ANALYSIS SYSTEM** and is currently the state of Michigan's product contribution to V-TECS.

ODAS is computer-based and uses data from three existing data bases to assist business, education and industry in developing relevant vocational-technical programs!

ODAS can:

- Describe skill requirements of jobs and the level of education or training required
- Describe skills included in training programs
- Identify common skills in different training programs so programs can be clustered
- Describe a person's skill background that is transferable to other jobs or training programs
- Identify skills required by new and emerging occupations
- Identify special needs accommodations required of different jobs. . .
- And, much much more. . .

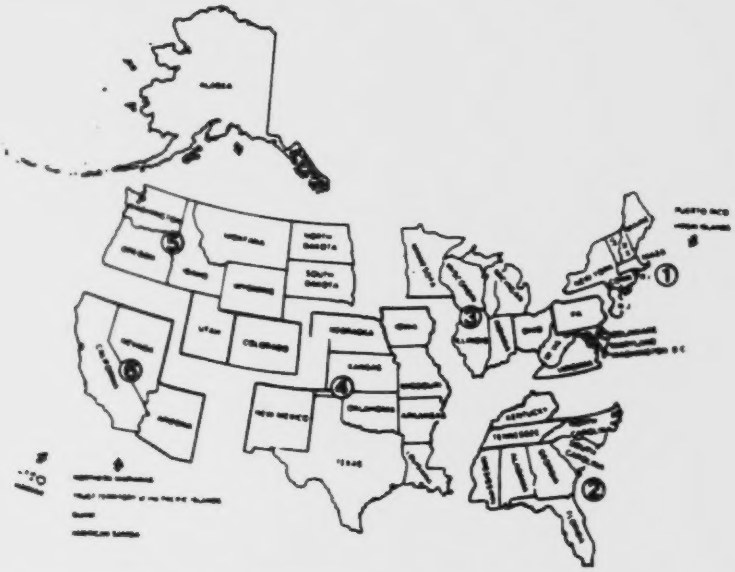
The Oklahoma State University Curriculum and Instructional Materials Center uses a competency-based systems approach to occupational skills training that can be taught in a group mode or transformed into learning activity packages for individualized instruction. CIMC offers the following:

- objectives developed for each unit of instruction
- suggested activities provided for the instructor's use
- information sheets covering the technical content as specified by the objectives
- transparency masters to reinforce content
- assignment sheets furnishing practical paper and pencil activities
- job sheets describing a step by step procedure for performing a skill
- criterion-referenced tests assessing accomplishment of the objectives
- answers to test and assignment sheets assisting the teacher in evaluating participant performance
- competency profiles to document student accomplishments
- slide/tape presentations affording the option of individualized instruction
- learning activity packages furnishing a step-by-step guide for individualized instruction.

The Oklahoma State University approach takes care of establishing priorities, conducting task analyses, constituting development committees, developing instructional systems, performing field tests, and refining units. It offers SDAs the option of a finished product, ready to be adopted or adapted to meet enrollee job specific skills training needs.

The East Central Network for Curriculum Coordination is a federally-sponsored national curriculum network at Sangamon State University in Springfield, Illinois. The National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) has promoted the sharing of curriculum materials across the country since 1973. It is developing a computerized data bank of curriculum materials in the United States. It is also involved in collecting and disseminating task analyses and competency listings in all vocational areas. Display 114 shows the NNCCVTE regional centers. (See Display 114.)

Display 114.



1 Northeast
Curriculum Coordination Center
Bureau of Occupational and Career
Research Development
Division of Vocational Education
225 West State Street
Trenton, NJ 08625
(609) 292-6562

2 Southeast
Curriculum Coordination Center
Mississippi State University
Research and Curriculum Unit
Drawer DX
Mississippi State, MS 39762
(601) 325-2510

3 East Central
Curriculum Management Center
Illinois State Board of Education
Department of Adult, Vocational
and Technical Education
100 North First Street
Springfield, Illinois 62777
(217) 782-0759

4 Midwest
Curriculum Coordination Center
State Department of Vocational
and Technical Education
1515 West 6th Avenue
Stillwater, OK 74074
(405) 377-2000 ext. 252

5 Northwestern
Curriculum Coordination Center
Commission for Vocational Education
Building 17, LS-10
Airdustrial Park
Olympia, WA 98504
(206) 753-0879

6 Western
Curriculum Coordination Center
University of Hawaii
1776 University Avenue
Wist Hall 216
Honolulu, HI 96822
(808) 948-7834

Regional centers for the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE).

The Last One — Not Much Fun!

The final strategic option for job specific skills is mainly for those who truly believe in the work ethic — **doing your own.** It entails analyzing entry level job requirements and translating them into discrete, measurable competencies, which are then expressed as learning objectives and recast as the foundation of an occupational skills training curriculum.

Localities could use one of the Department of Labor taxonomies as a starting point, and look at workers in terms of:

- worker functions (what the worker does in relation to data, people, things)
- worker fields (methodologies and techniques employed)
- machines, tools, equipment, and work aids used (including hardware and software)
- materials, products, subject matter, or services
- worker traits (traits required of workers)
    - training time

aptitudes
temperaments
interests
physical demands
environmental conditions.

In addition to these factors, doing your own includes the delineation of levels of proficiency and means of measurement for each skill, knowledge, attitude, or behavior to be taught. It is also important to at least consider informal standards of performance applied to the worker, along with the formal requirements.

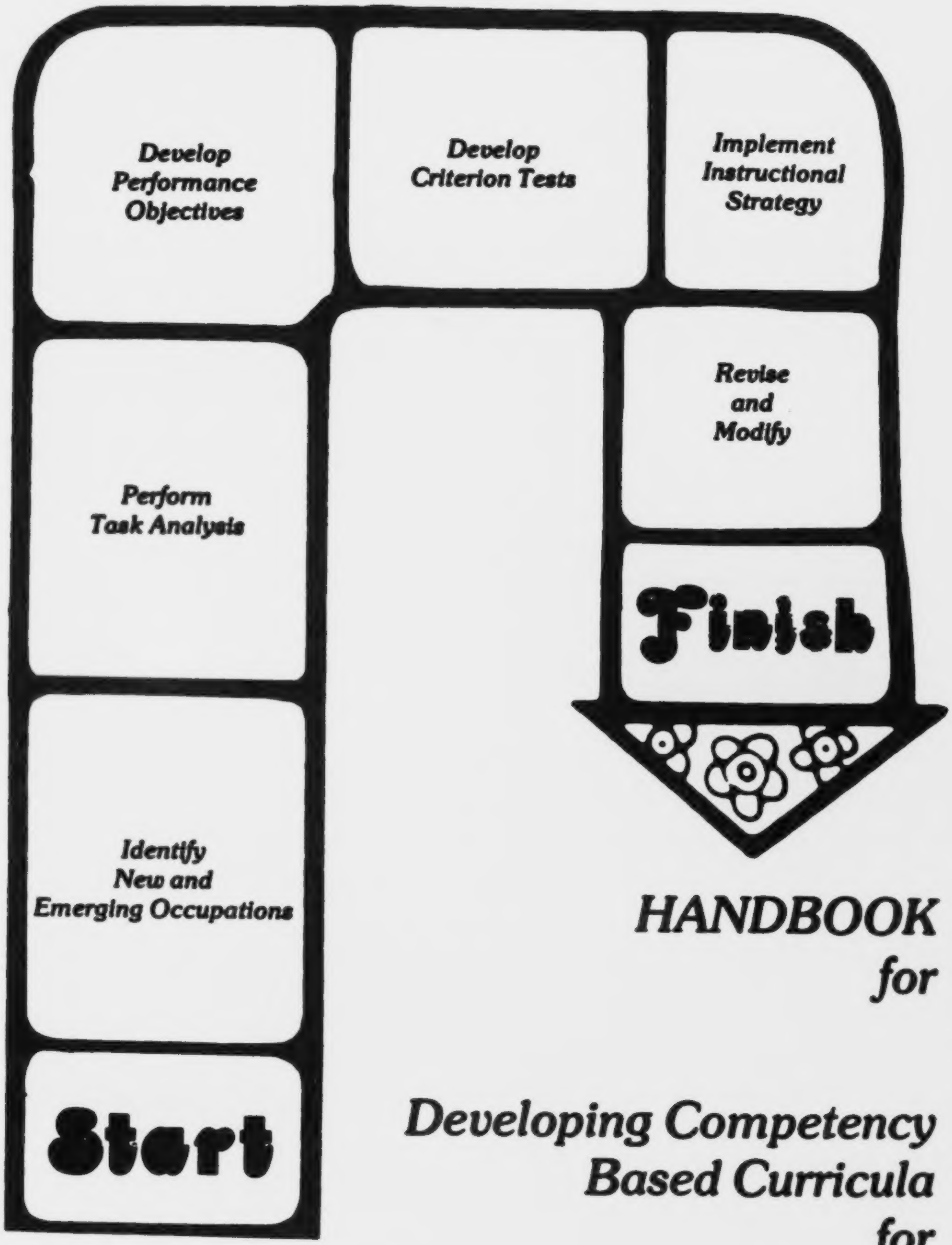
In short, service delivery areas opting for the sixth approach will need to perform task analysis and then develop related competency-based job specific skills training for each and every occupation involved. To conduct a task analysis, it is necessary to:

- select the occupations to be analyzed
- formulate initial duty and task listings
- refine these listings through an advisory committee
- verify/validate the occupation's tasks and duties
- carry out a task detailing.

Task analysis is a very complicated process, and requires a great deal more explanation than five dot points. If anyone is to take on such an endeavor, they deserve to know as much about it as possible. To that end, Display 115 contains Part II from a volume entitled Handbook for Developing Competency-Based Curricula for New and Emerging Occupations. Completed in June, 1980, at San Jose State University, it is the product of a federally-funded project called "Process Design — Program Development Based on New and Emerging Occupations." Even though the title encompasses new and emerging occupations, the materials presented are also applicable to expanding occupations — existing occupations for which increased entry level demand is now surfacing. Part II, "How to Perform a Task Analysis on a New Occupation," is presented in Display 115 with the minutest of modifications. (See Display 115.)

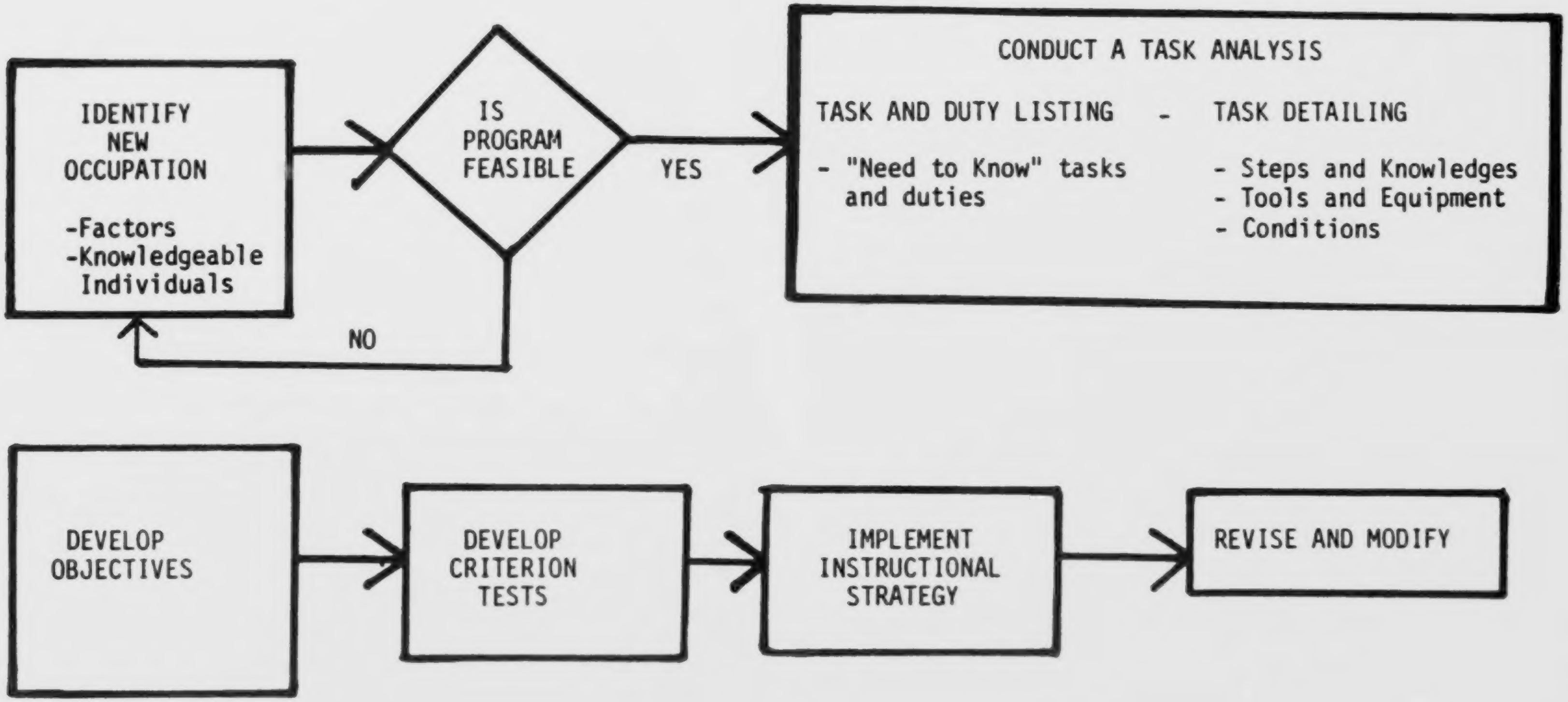
Upon completion of the task analysis stage, program operators may wish to see how they are doing. The two checklists contained in Displays 116 and 117 will provide some indication. (See Displays 116 and 117.)

Display 115.


Start
Identify New and Emerging Occupations
Perform Task Analysis
Develop Performance Objectives
Develop Criterion Tests
Implement Instructional Strategy
Revise and Modify
Finish

HANDBOOK
for

Developing Competency
Based Curricula
for
New and
Emerging Occupations


IDENTIFY NEW OCCUPATION
-Factors
-Knowledgeable Individuals
IS PROGRAM FEASIBLE
YES
NO
CONDUCT A TASK ANALYSIS
TASK AND DUTY LISTING - TASK DETAILING
- "Need to Know" tasks and duties
- Steps and Knowledges
- Tools and Equipment
- Conditions
DEVELOP OBJECTIVES
DEVELOP CRITERION TESTS
IMPLEMENT INSTRUCTIONAL STRATEGY
REVISE AND MODIFY

HOW TO DEVELOP COMPETENCY
BASED CURRICULA FOR
A NEW OCCUPATION

Figure 1

PART II

HOW TO PERFORM A TASK ANALYSIS ON A NEW OCCUPATION

INTRODUCTION - PART II

The development of good curricula is a key factor to the success of any program. If the curricula is not occupationally relevant, students will not be equipped with the necessary skills to perform successfully on a job. The development of curricula based on task analysis of the occupation will help equip your students with the actual entry-level skills needed for entry into an occupation. Task analysis can help you determine what to teach so that your students can perform successfully on the job. Additionally, task analysis can be used to determine whether tasks and duties of a job can be performed by both sexes. This will help insure sex equity when analyzing a job for vocational education training purposes.

This section of the handbook will provide you with a step-by-step process for performing a task analysis. When you have read this section of the handbook, you will:

1. Understand the meaning of task analysis;
2. Be able to perform a task analysis.

LIST OF TERMS

Competency: A task performed to a certain standard.[15]

Duty: Statements that describe a worker's major functions or responsibilities in an occupation. Duty statements help define a job in broad terms so that tasks can be grouped under each duty later.

Duty Listing: A comprehensive list of duties performed in an occupation.

Incumbent Worker: Person working in an occupation.

Job/Occupation: A collection of duties and tasks constituting the total work assignment of a single group of workers performing essentially the same type of work/or having the same job title.[3]

In actuality the terms occupation and job are different. "Occupation" is a broader term. There can be several jobs within an occupation. However, for purposes of this handbook, the two terms must be used in the same context as the scope of the study deals with new and emerging occupations (per VEA 1976).

Occupational Cluster: A group of jobs/occupations that are related in subject matter, content, or technical concepts involved.[16]

Task: An actual unit of work performed by workers in an occupation. It defines what the worker does. A task usually generates a product or an observable change in the work environment. It has a definite beginning and ending point.

Task Analysis: The procedure designed to help identify all important elements of a job. The process involves developing a Task Listing and Task Detailing.

Task Detailing: Systematically breaking down each task to determine the skills, steps, and knowledges that an individual needs to be taught to perform a task successfully.

Task Listing: A comprehensive list of tasks performed by workers in an occupation.

Task Inventory: An instrument used to validate/verify the tasks of an occupation consisting of lists of duties and tasks and one or more questions about each task.

Validate/Verify: Confirming that the duty and task statements are actually performed in the occupation. Verifying/validating tasks and duties of an occupation can serve as a basis for deciding which tasks and duties will be included in the training program.

WHAT IS TASK ANALYSIS?

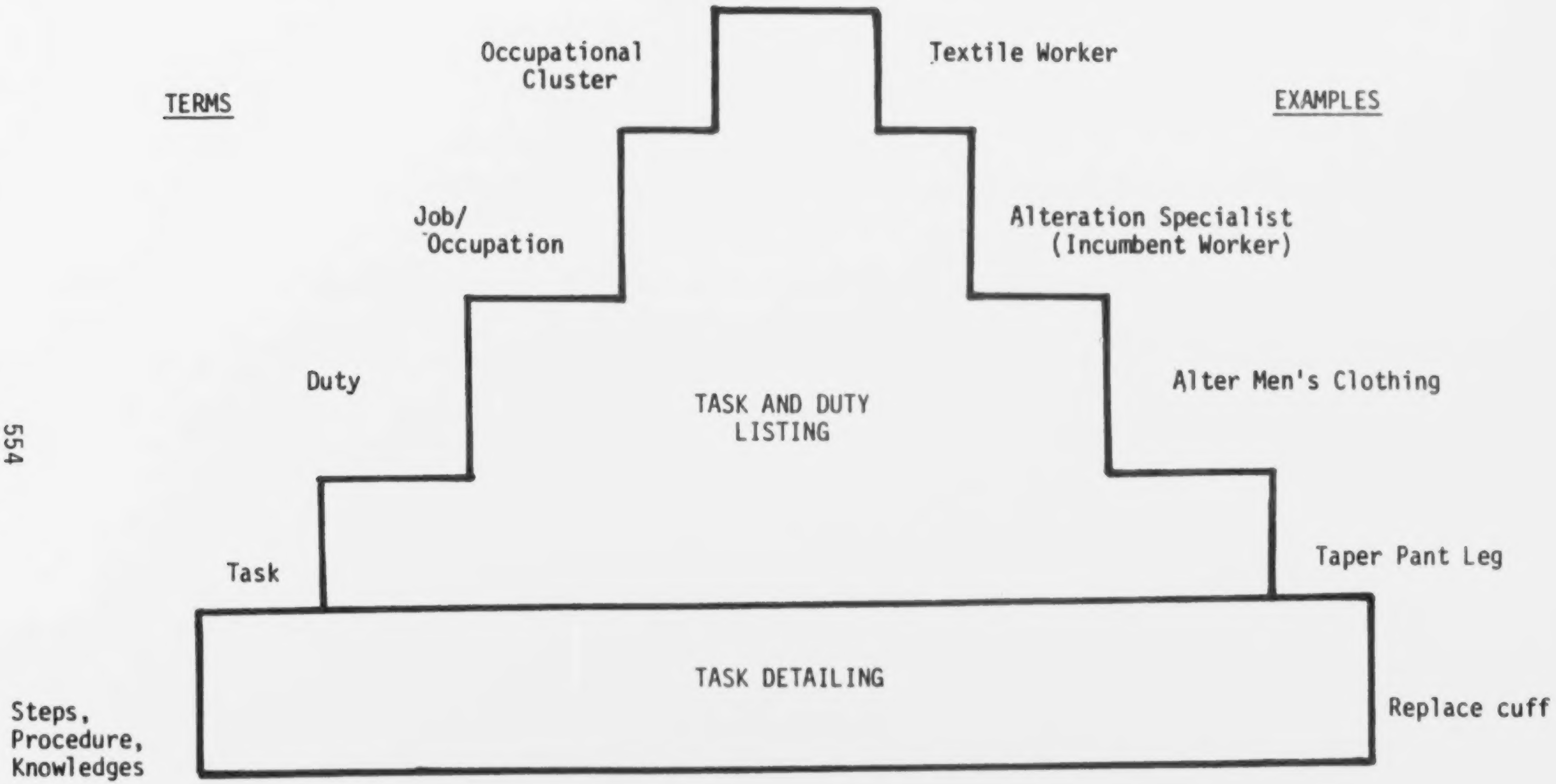
Task analysis is the process, for instructional purposes, of analyzing a job to find out what successful workers do in an occupation and how they perform their job. With the information from a task analysis, instructors can determine what skills, knowledges, and attitudes students will need to be taught to perform a job successfully. Task analysis is basically a two-fold process:

1. Developing a Task and Duty Listing for an occupation which describes what workers do;
2. Conducting a Task Detailing or Task Flowchart to determine how workers perform each job task.

Figure 3 shows the relationship of occupational terms with the task analysis process.

RELATIONSHIP OF OCCUPATIONAL TERMS WITH EXAMPLES

FIGURE 3


TERMS
EXAMPLES
Occupational Cluster
Textile Worker
Job/ Occupation
Alteration Specialist (Incumbent Worker)
Duty
Alter Men's Clothing
TASK AND DUTY LISTING
Task
Taper Pant Leg
TASK DETAILING
Steps, Procedure, Knowledges
Replace cuff

Adapted from "Conduct an Occupational Analysis;" American Association for Vocational Instructional Materials University of Georgia, page 7.

TASKS AND DUTIES

Before you can begin the task analysis process, you must know what a duty is and what a task is. All occupations can be broken down into duties and tasks. This is the basis of the task analysis process.

What is a duty?

DUTIES: Duties are statements that describe a worker's major work functions or responsiblities in an occupation. Generally, there may be anywhere from 6-15 duties for a specific occupation. Duty statements help define the job in broad terms so that tasks can be grouped under each duty later.

Examples of some of the duties typically performed by an automobile mechanic, beautician, and cabinet maker are as follows:

Examples of Duties:

AUTOMOBILE MECHANIC DUTIES

- Maintains, Repairs, and Replaces Braking Systems
- Maintains and Repairs Cooling Systems
- Performs Engine Overhaul Activities

BEAUTICIAN DUTIES

- Mixing Supplies and Sanitizing Equipment
- Shampooing and Rinsing Hair
- Cutting and Shaping Hair
- Setting and Combing Hair into Style

CABINET MAKER DUTIES

- Applying Wood Veneers and Plastic Laminates
- Cutting and Shaping Components
- Designing and Laying Out Work
- Finishing Surfaces

Look at the above stated duties and notice:

- Each begins with an action verb.
- Each is very general and describes many tasks.
- Each describes a major work function or responsibility typically performed in the occupation.[17]

What is a task?

TASKS: Tasks are actual units of work performed in an occupation. They define what the worker does. Each duty is composed of many tasks. A task usually generates a product or an observable change in the work environment. It has a definite beginning and ending point. Depending on the occupation there may be anywhere from 200 to 600 tasks in an occupation.

Listed below are some tasks for the following duties:

Examples of tasks:

AUTOMOBILE MECHANIC

DUTY: Maintains, Repairs, and Replaces Braking Systems

- Repair master cylinder
- Repair and replace brake shoes
- Adjust brake
- Flush brake system
- Repair wheel cylinder

BEAUTICIAN

DUTY: Mixing Supplies and Sanitizing Equipment

- Mix creme rinse
- Mix permanent hair colors
- Perform wet sanitizing
- Sanitize equipment with formaldehyde

CABINET MAKER

DUTY: Applying Wood Veneers and Plastic Laminates

- Apply adhesives
- Cut plastics to size
- Trim edges
- Plane joints

SECRETARY

DUTY: Performing Stenographic Activities

- Compose correspondence
- Edit letters dictated by employer
- Operate dictaphone
- Operate dictating machine
- Transcribe (type) from dictaphone
- Type minutes of meetings

Look at each of the above stated task statements and notice:

- Each statement starts with a single action verb with the subject "I" understood.

- Each has a brief object of the action verb.

- Each describes a typical unit of work performed on the job.

- Each is a typical unit of work performed as part of its corresponding duty.

STEPS IN PERFORMING A TASK ANALYSIS

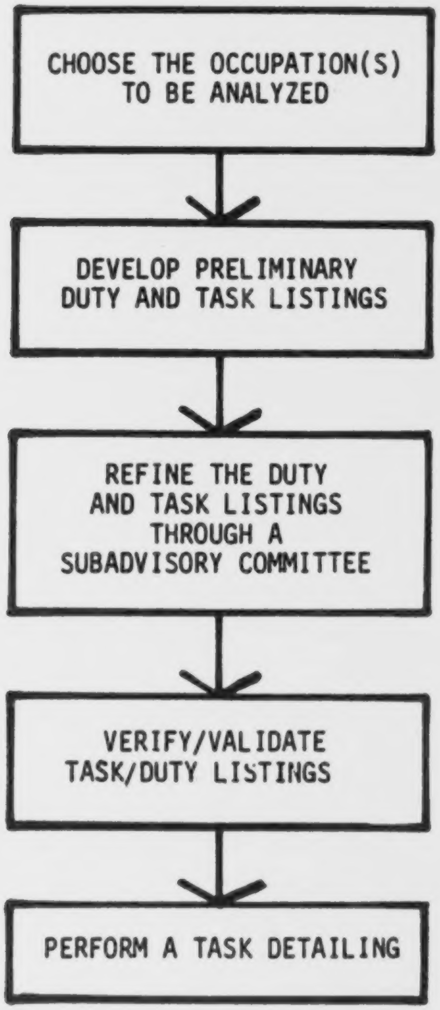

CHOOSE THE OCCUPATION(S) TO BE ANALYZED
DEVELOP PRELIMINARY DUTY AND TASK LISTINGS
REFINE THE DUTY AND TASK LISTINGS THROUGH A SUBADVISORY COMMITTEE
VERIFY/VALIDATE TASK/DUTY LISTINGS
PERFORM A TASK DETAILING

FIGURE 4

STEPS IN PERFORMING A TASK ANALYSIS

Now that you know what duties and tasks are you are ready to perform a task analysis on an occupation. The following steps are required to perform a task analysis. These steps are depicted in Figure 4.

STEP 1: CHOOSE THE OCCUPATION(S) TO BE ANALYZED.

Decide whether the task analysis will be performed on one specific occupation or a "clustering" of occupations.

- At the secondary level, "clustering" of occupations is recommended. (For a detailed explaination of "clustering," consult "Identifying and Improving Vocational Instruction: A Handbook for Individualized Instruction for New Hampshire Vocational Educators," John R. Faust, United States Office of Education).
- At the post-secondary level, analyzing specific occupations rather than groups of occupations (clusters) is recommended.

STEP 2: DEVELOP OR SECURE A PRELIMINARY LIST OF DUTIES AND TASKS PERFORMED IN THE OCCUPATION YOU ARE ANALYZING:

There are several ways you can secure a list of duties and tasks performed in an occupation. Use as many of the following listed ways necessary to help you secure a comprehensive list of duties and tasks in an occupation:

A. Search through occupational literature.

To save you some time, search through the literature to determine if any existing task and duty listings are available.

What to look for?

- Existing task listings and/or task inventories. See Figures 5 and 6 for an example of a task listing and task inventory.
- Training materials, curriculum guides, course outlines, and job descriptions which might indicate tasks and duties performed in the occupation.

Much of the material in this section was adapted from Performance Content for Job Training, The Center for Vocational Education, The Ohio State University, 1977.

- Lists of
  - tools and equipment used in the occupation
  - standards of job performance or job competencies
  - performance objectives

- For new occupations, search for materials that pertain to more established occupations out of which the new occupations are being created.
- Acquisition of materials should start early to allow for lag time between identification and receipt of materials.

B. Interview/Observe Incumbent Workers and/or Supervisors in the Occupation.

Some school districts hire a consultant to do this.

Who should be interviewed?

- Interview incumbent workers from several different kinds of businesses. For entry-level positions, choose individuals with 6-18 months experience on the job.

Suggested questions to be asked:

If possible, show the worker a list of duties and tasks assembled through a literature search. The worker can then add, delete, or modify these tasks and duties.

- What duties do you perform as part of your job?
- What tasks do you perform as part of each duty?

C. Secure an Initial Lists of Duties and Tasks Performed in the Occupation from your Advisory Committee Members.

A subadvisory committee consisting of individuals knowledgeable of the duties and tasks performed in the occupation could be assembled.

D. Talk with other Educators who have performed a Task Analysis on the Occupation.

E. Use Your Own Knowledge of the Occupation.

F. Check with trade union officials to determine if they have existing task and duty listings.

Figure 5

TASK INVENTORY

Page 1

SURGICAL TECHNICIAN
Job Title

MARIANNE JACOBSON
Analyst

INSTRUCTIONS:
List each manipulative and knowledge skill relating to the job listed above. To the right of the page are three sections of columns asking specific questions about the Entry Level, Frequency of Performance and Instruction Attained At. An "X" should be placed, by the analyst, opposite each task in the appropriate box of the "ENTRY LEVEL" and "FREQUENCY OF PERFORMANCE" sections. Section three, "INSTRUCTION ATTAINED AT" is to be completed by state representative persons selected by the state department specialist.

Duty No.	Task No.	Task Description	Entry Level		Frequency of Performance			Instruction Attained at			
			Entry	On The Job	Small Amount	Average Amount	Great Amount	High School	Community College	On-the-Job Training	Related Training
1	0	PREPARES OPERATING ROOM FOR SURGERY									
	1	Inspect operating room for necessary furniture		X		X					
	2	Inspect operating room for cleanliness	X				X				
	3	Scrub for surgery	X				X				
	4	Wear required gown and gloves	X				X				
	5	Select instruments and supplies for each surgery	X				X				
	6	Assemble sterile supplies, medications, solutions and special instruments		X		X					
	7	Verify surgeon's preference for instruments	X			X					
	8	Position instruments for easy access by surgeon	X				X				
	9	Assist circulating nurse to read patient and operating room		X		X					
	10	Count needles, sponges, instruments before, during and after surgery	X			X					
	11	Have count of needles, sponges, instruments verified by nurse		X		X					
	12	Record correct or incorrect count	X			X					
	13	Assist surgeon in gowning and gloving		X		X					
	14	Assist in draping patient for surgery		X		X					
	15	Hand instruments to surgeon as needed		X		X					
	16	Anticipate surgeons need		X			X				
	17	Monitor sterile condition of area constantly	X				X				
	18	Assist anesthesiologist as required		X		X					
	19	Supply medicine, blood, plasma as needed		X		X					
	20	Respond promptly to any message from surgical team	X			X					
	21	Assure patient x-rays are available to surgical team		X		X					
	22	Request additional personnel as needed	X			X					
	23	Keep record of supplies used	X			X					
	24	Record patient blood loss	X			X					
	25	Assist in application of surgical dressings		X		X					
	26	Disconnect tubes and machines when no longer needed		X		X					
	27	Complete necessary paper work at conclusion of operation		X		X					
	28	Help move patient to PAR cart		X		X					
	29	Assist in moving patient to PAR, ICU orpatient's room as required	X			X					
	30	Arrange for patient transfer to room after local surgery		X		X					
	31	Assist in clean up of operating room after surgery	X			X					

Jacobson, Marianne, Oregon Department of Education, Salem, Oregon, May 30, 1979

Figure 6

TASK LIST FOR ELECTRIC MOTOR REPAIR

Checking Motors

1. Check nameplate for type motor
2. Check nameplate for size and speed of motor
3. Check the nameplate for current registration
4. Check the mechanical condition of motor
5. Check the motor to see if it will run
6. Check stator or field winding
7. Check armature or rotor winding

Direct Current Motor

8. Dismantle D.C. motor
9. Test D.C. field for open circuit
10. Test D.C. field for shorts and grounds
11. Remove one field coil. Check wire size and number of turns
12. Make data card on field winding
13. Wind the field coil
14. Connect the field coil and check polarity
15. Connect the D.C. motor
16. Connect interpoles
17. Test the armature
18. Make data card on armature
19. Insulate the armature
20. Wind armatures for small D.C. motors
21. Wind armatures for medium and large size motors
22. Solder leads to commutator bars
23. Band the armatures
24. Bake and varnish the armature
25. Make wave winding
26. Make lap winding
27. Test the commutator
28. Repair the commutator
29. Adjust and seat brushes
30. Repair and insulate brush rigging
31. Make mechanical repairs
32. Reverse D.C. motors
33. Cut out a shorted armature coil
34. Balance the armature or rotor

25. Check and adjust the air gap of a D.C. motor

36. Check and repair D.C. resistance controls
37. Check and repair D.C. speed controls
38. Check and repair D.C. reversing controls
39. Check and repair magnetic controls
40. Check protective devices
41. Check and repair current controls

Direct Current Generator Repair

42. Check and repair D.C. generator

Ashley, William L. et. al., Manufacturing and Related Task Inventories/Strategies for Curriculum, Instructional Materials Laboratory, Ohio State University, Columbus Ohio

Follow these steps to prepare Lists of Duties and Tasks

performed in the occupation you are analyzing:

1. *Using Figure 7 as a guide, begin by listing the duties performed in the occupation. If you need to, look over the examples of duties previously provided.*

2. *Next, using Figure 8 as a guide, for each duty identified, list the specific tasks performed as part of that duty. (As a task listing is quite extensive, only a partial task listing is shown.)*

Here are a few tips for writing task statements.

Task Statements:

- Should start with a single action verb with the subject "I" understood
- Should have a brief object of the action verb.
- Must be observable and measurable in terms of time spent and importance.
- Should be clear, concise, and complete so that they are understood by all who read them.
- Should use the jargon of the occupation.

Note: If a duty contains fewer than ten tasks grouped under it, it should be examined for possible combination with a related duty. For example: Organizing and Planning (List all organizing and planning tasks under it.)

STEP 3: REVIEW, REFINE, AND REVISE THE PRELIMINARY LIST OF TASKS AND DUTIES THROUGH A SUBADVISORY COMMITTEE

A subadvisory committee should be created to add missing tasks, delete irrelevant tasks, reword vague or lengthly task statements, and to identify appropriate duty categories under which tasks are to be grouped in the final task listings.

Who should be on the subadvisory committee?

- Select individuals from several different types of businesses who are knowledgeable about the occupation(s) to be analyzed.
- Obtain at least one worker and/or supervisor for each occupation to be analyzed. Do not include personnel managers. From 3 to 8 members should be adequate, however, if the occupation has few workers performing the task, seek additional members

DUTY LISTING RVTC

VOCATIONAL PROGRAM: AUTOMOTIVE MECHANICS

SPECIFIC OCCUPATION: GENERAL AUTOMOTIVE MECHANIC

Listed below are the major duties in the occupation listed above:

1. Maintaining and repairing drive trains
2. Maintaining, repairing, and replacing braking systems
3. Performing maintenance control functions
4. Maintaining and repairing electrical systems
5. Maintaining and repairing fuel systems
6. Maintaining and repairing cooling systems
7. Maintaining and repairing standard and power steering
8. units
9. Performing engine overhaul activities
10. Maintaining and repairing auto air conditioners
11. Maintaining and repairing auto heaters
12. Maintaining and repairing ignitions systems

FIGURE 7

Adapted from William H. Hampton and William E. Blank, Ridge Vocational-technical Center, Instructor Training Program, Polk County, Florida, July, 1978

TASK LISTING

VOCATIONAL PROGRAM: Automotive Mechanics

SPECIFIC OCCUPATION: General Automotive Mechanic

The following are the tasks for each duty in the above-stated occupation:

DUTIES	TASKS
Maintaining and Repairing Drive Trains	Diagnose clutch operation
	Diagnose manual transmission operation
	Diagnose drive shaft operation
	Diagnose automatic transmission operation
	Diagnose drive axle operation
	Inspect clutch assembly
	Inspect manual transmission assembly
	Inspect automatic transmission assembly
	Inspect drive shaft components
	Inspect drive axle assemblies
	Rebuild clutch components
	Rebuild manual transmission
	Rebuild automatic transmission
	Rebuild drive axle components
	Remove and replace clutch components
	Remove and replace drive axle components
Maintaining, Repairing and Replacing Braking System	Diagnose brake problems
	Repairs and replaces brake shoes
	Resurface brake drums
	Turns brake shoes
	Adjusts brake
	Rebuilds wheel cylinder
	Repairs and replaces wheel cylinders
	Repairs and replaces master cylinders
	Rebuilds master cylinders
	Repairs and replaces brake hoses/lines
	Repairs and replaces disc brake caliper units
	Flushes brake system
	Bleeds brake system
	Repairs and adjjusts Parking brakes
	Tests proportioning valves
	Repairs antiskid braking devices
	Repairs and replaces vacuum power brake units
	Repairs and replaces air brake units
	Adds fluid to brake systems
THIS SAMPLE IS NOT	COMPLETE

FIGURE 8

to include: technology developers or equipment designers, factory technicians or service repairmen, systems analysts, company trained personnel, and early groups making use of the new technology or equipment systems, professional association members, and workers in older established jobs out of which tasks for an emerging occupation are being extracted.

How to conduct the subadvisory meeting.

1. Obtain personal identification from each member.

2. Explain the purpose and use of the task and duty listings.

3. Explain how the duties and tasks are to be stated.

4. Provide the members with a job description for the occupation.

5. Show the members a list of duty statements. Examine each duty one by one and ask the following questions. A simple check list could be developed for this purpose.

   - Does this duty reflect a major category of work performed by the worker?

   - Is this duty relevant to an entry-level worker's performance of the job?

   - As stated, does this duty serve as a useful organizer of task statements?

   Once all duties have been reviewed, ask the reviewers:

   - Are there any duties missing from the list?

   - Ask the reviewers to sequence the duties as they are performed on the job, if possible.

6. Provide each member with a "List of Tasks" for each duty. For each duty read aloud each task statement grouped under it, and ask the following questions:

   - Is the task statement clear? Will everyone understand what this statement means?

   - Is this task covered by another statement in this list?

   - Does this task fit better under another duty?

   - Can this task be performed by an entry-level worker?

   - What tools or equipment are necessary to perform this task?

- When all tasks under each duty have been discussed, probe for additional tasks by asking:

  - Are there any tasks missing from this list?

  Note: When analyzing new and emerging occupations, retain every task suggested even if other members declare that it is irrelevant to the occupation.

7. Ask the members to list names of companies that have employees performing the tasks and duties.

8. End the meeting with a note of thanks.

9. Compile a new "Lists of Tasks and Duties" based on the results of the subadvisory committee meeting.

STEP 4: VERIFY/VALIDATE THE TASKS AND DUTIES OF THE OCCUPATION

Since it is impossible to teach every task and duty performed on a job, tasks and duties must be verified/validated to determine which duties and tasks should be included in the training program. Follow these steps in verifying/validating the duties and tasks in the occupation you are analyzing:

1. *Choose one of the following methods to help you verify/validate the tasks and duties that should be included in the training program:*

   A. Validate through a subadvisory committee

   Call a special subadvisory committee meeting. At the meeting, ask the members questions to determine which tasks and duties should be included in the training program. A good way to do this would be to use a task verification/validation form similar to the one in Figure 9.

   B. Through a Task Inventory Survey

   Mail a task inventory form to workers and/or supervisors in the field for completion. Samples of various kinds of task inventory forms are shown in Figures 10-16. This method of validation is more complex, however, it yields more precise results. The design of a good task inventory survey instrument is extremely important to the success of the survey.

   A typical task inventory survey would include the following:

   - Selecting questions to be asked in the task inventory survey.

   The selection of questions to be asked of incumbent workers should be based primarily on the information needed. Types of questions commonly asked are as follows:

- How often do you perform each task?
- How much time do you spend performing each task?
- How important is each task for successful performance of the job?
- How soon is task competence expected after job assignment?
- Where should the task be learned?
- Is the task part of an entry-level job?

Generally, each question should be assigned a rating scale of not less than 5 points.

- Designing the task inventory form which includes the duties and tasks of the occupation.

  (Samples of various kinds of task inventories are shown in Figures 9 - 15.)

- Selecting the survey population.
- Determining the sample size.
- Administering the task inventory survey which includes the following:
  - Contact the participants.
  - Assemble the task inventory booklets which should include the following:
    - Cover letter
    - Background sheet
    - Instruction Sheet on how to fill out the survey
    - List of tools and equipment compiled during the literature search
    - Task inventory
    - Self return envelope

If possible, provide an incentive for completing and returning the task inventory booklets

- Develop follow up materials
  - Follow up letter
  - Monitoring device

2. *Choose the tasks and duties that will be included in the training program. When determining which tasks and duties will be included in a training program. Consider the following:*

   A. Rank duties according to their job importance. Choose those duties that are most relevant for an entry level worker to master.

   B. Rank tasks within each duty. Criteria that might be used to rank tasks might include the following:

   - Frequency of Performance: Select tasks that are frequently performed in an occupation.

   - Importance of Task: Select tasks that are critical to job success even if they are not performed frequently.

   - Number of beginning workers performing the task: Select tasks that are performed by a significant number of entry level workers in the occupation.[18]

   - Learning Difficulty: Select tasks that require considerable practice and instruction to learn. If a task can be learned with little difficulty on the job, do not include it or use limited instruction.

3. *Eliminate any tasks from the training program in which:*

   - There is a lack of facilities or equipment for proper training of the task.

   - There is nothing about the task that requires training.

   - Job training is a superior method to formal school learning of the task.

   - Entry level workers are not required to perform the task.

   - Advance license or certification is required before performance is allowed.

4. *Prepare a final "Task Listing" and "Duty Listing" (like the ones in Figures 7-8) to include the tasks and duties chosen for the training program.*

TASK VERIFICATION FORM

RVTC

VOCATIONAL PROGRAM: Horticulture

SPECIFIC OCCUPATION: Ornamental Horticulturist

DUTY F: Performing Outside Work Activities

For each task listed below, determine whether an entry level worker Needs to Know how to perform the task or whether the task is performed by workers with two or more years experience and is therefore Nice to Know.

Nice to Know	Need to Know	Tasks
☐	☐	Mulch seed beds
☐	☐	Lay sod
☐	☐	Repair plastic pipe leaks
☐	☐	Operate front end loader
☐	☐	Maintain golf course greens
☐	☐	Identify lawn diseases
☐	☐	Plant burlap-wrapped stock
☐	☐	
☐	☐	

FIGURE 9

©RIDGE VO-TECH CENTER 1978

TASK INVENTORY

Page ______

SURGICAL TECHNICIAN
Job Title

MARIANNE JACOBSON
Analyst

INSTRUCTIONS:

List each manipulative and knowledge skill relating to the job listed above. To the right of the page are three sections of columns asking specific questions about the Entry Level, Frequency of Performance and Instruction Attained At. An "X" should be placed, by the analyst, opposite each task in the appropriate box of the "ENTRY LEVEL" and "FREQUENCY OF PERFORMANCE" sections. Section three, "INSTRUCTION ATTAINED AT" is to be completed by state representative persons selected by the state department specialist.

Duty No.	Task No.	Task Description	Entry Level		Frequency of Performance			Instruction Attained at			
			Entry	On The Job	Small Amount	Average Amount	Great Amount	High School	Community College	On-the-Job Training	Related Training
3	9	Clean surgery room and instruments according to accepted standard procedure		X		X					
	10	Orient students and new employees to work area		X		X					
	11	Provide input to supervisor regarding changes in policy or procedure	X		X						
	12	Report unusual incidents to supervisor	X		X						
	13	Make out incident report as required	X		X						
	14	Make changes on doctor's preference cards as requested	X			X					
	15	Instruct new employees on policy and procedure		X		X					
	16	Instruct Operating room attendants in cleaning of room		X		X					
	17	Provides assistance where needed		X		X					
	18	Demonstrate equipment to persons unfamiliar with same		X		X					
4	0	WORKS IN A SAFE MANNER									
	1	Read safety manuals	X			X					
	2	Exercise caution in using autoclaves	X			X					
	3	Guard against puncture wounds from needles, blades and sharp instruments	X			X					
	4	Wear protective clothing around x-ray equipment	X			X					
	5	Follow safety instructions when working around anesthesia and other gases	X			X					
	6	Take required breaks to relieve tension of operating room	X			X					
	7	Make incident report on all injuries	X		X						
	8	Make suggestions for improved safety as judged needed		X	X						
5	0	MAINTAINS PROFESSIONAL STANDING									
	1	Attend on-the -job inservice classes		X		X					
	2	Attend related professional conventions		X	X						
	3	Study for certification exam		X		X					
	4	Take exam to obtain certification		X	X						
	5	Submit to A.S.T. no less than 24 hrs of C.E. credits per year		X		X					

FIGURE 10

Jacobsen, Marianne, Oregon Dept. of Education, Salem, Ore. May 30, 1979

INVENTORY INSTRUMENT

Name: ______________________________
Position: ______________________________
Business Address: ______________________________
____
Phone: ______________________________
Date: ______________________________

Department of Vocational Education
Agriculture Education Section
Colorado State University
Fort Collins, CO 80523

NATIONAL AGRICULTURAL OCCUPATION COMPETENCY PROJECT[12]

Instructional Area: Production Agriculture

Employment Area: Beef Production

Occupation Cluster: Feed Truck Driver

Job Description: Drives a special feed hauling truck in transporting prepared feed to cattle pen feeding bunks as assigned. Unloads truck with the power driven mechanism and distributes feed in feed bunks. Performs maintenance on the truck such as lubrication, changing oil, and does minor repair such as replacing light bulbs, fuses, and changing tires. Keeps truck clean. Inspects the truck for proper operation and safety.

Directions: Check degree of importance for each competency to enter this occupation in 1975 as a beginning employee based on your experience. Additional spaces are provided for competencies you may wish to add and evaluate.

Competencies (Tasks)	**Essential**	**Important**	**Of Some Importance**	**Not Important**	**Does Not Apply**
1. Driving and unloading truck.					
a. Distributes feed in feed bunks.					
b. Drives gas or diesel truck.					
c. Operates unloading mechanism.					
d. Positions truck for loading feed.					
e.					
f.					
2. Inspecting and maintaining truck.					
a. Checks air cleaner; services when needed.					
b. Checks brakes; services when needed.					
c. Checks coolant; services when needed.					
d. Checks lights and other electrical devices; replaces bulbs and fuses when needed.					

---

[12] Gobbo, "Competencies Needed for Employment in Beef Production Enterprises," pp. 121–122.

The Center for Vocational Education, Ohio State University, "Conduct an Occupational Analysis", p. 36

FIGURE 11

FORM FOR CHECKING PERFORMANCE

OCCUPATION: Artificial Inseminator[8]

Duty: Handling Cattle

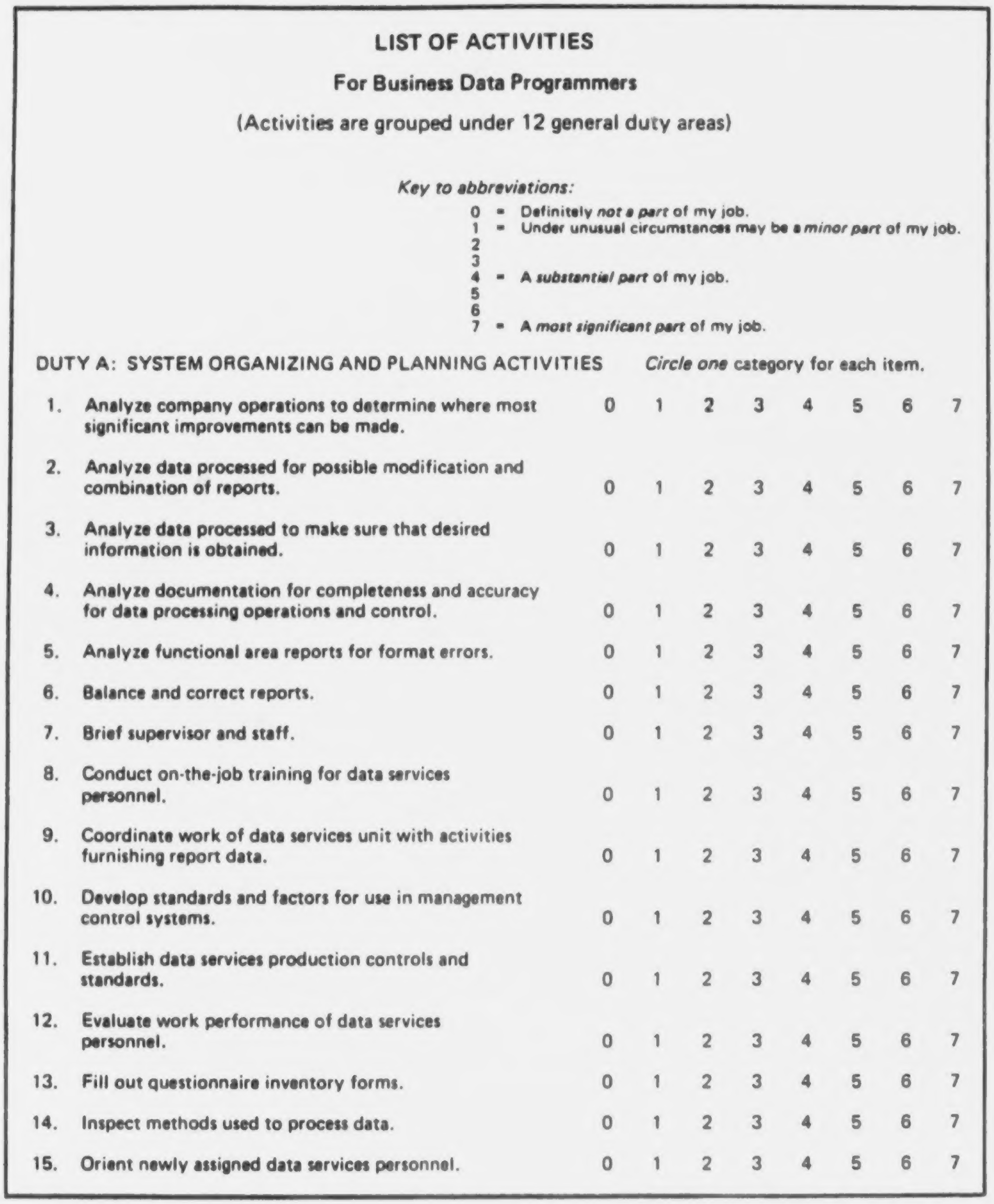
No.	Task	Check If Performed
1	Detect heat	
2	Determine time to inseminate	
3	Identify symptoms of reproductive diseases	
4	Maintain breeding records	
5	Move cattle	
6	Operate breeding chute	

---

[8] Adapted from Gobbo, "Competencies Needed for Employment in Beef Production Enterprises," p. 150.

FIGURE 12

The Center for Vocational Education, Ohio State University, "Conduct an Occupational Analysis," p. 31



LIST OF ACTIVITIES

For Business Data Programmers

(Activities are grouped under 12 general duty areas)

Key to abbreviations:

0 = Definitely *not a part* of my job.
1 = Under unusual circumstances may be a *minor part* of my job.
2
3
4 = A *substantial part* of my job.
5
6
7 = A *most significant part* of my job.

DUTY A: SYSTEM ORGANIZING AND PLANNING ACTIVITIES	*Circle one* category for each item.							
1. Analyze company operations to determine where most significant improvements can be made.	0	1	2	3	4	5	6	7
2. Analyze data processed for possible modification and combination of reports.	0	1	2	3	4	5	6	7
3. Analyze data processed to make sure that desired information is obtained.	0	1	2	3	4	5	6	7
4. Analyze documentation for completeness and accuracy for data processing operations and control.	0	1	2	3	4	5	6	7
5. Analyze functional area reports for format errors.	0	1	2	3	4	5	6	7
6. Balance and correct reports.	0	1	2	3	4	5	6	7
7. Brief supervisor and staff.	0	1	2	3	4	5	6	7
8. Conduct on-the-job training for data services personnel.	0	1	2	3	4	5	6	7
9. Coordinate work of data services unit with activities furnishing report data.	0	1	2	3	4	5	6	7
10. Develop standards and factors for use in management control systems.	0	1	2	3	4	5	6	7
11. Establish data services production controls and standards.	0	1	2	3	4	5	6	7
12. Evaluate work performance of data services personnel.	0	1	2	3	4	5	6	7
13. Fill out questionnaire inventory forms.	0	1	2	3	4	5	6	7
14. Inspect methods used to process data.	0	1	2	3	4	5	6	7
15. Orient newly assigned data services personnel.	0	1	2	3	4	5	6	7

FIGURE 13

The Center for Vocational Education, Ohio State University, "Deriving Performance Objectives for Training." p. 34

INSTRUCTIONS FOR COMPLETING TASK INVENTORY

Carefully read each of the Task Statements and place a check mark (✓) in the column labeled *Check* for each task which you perform on your present job.

After checking all tasks which you perform, then rate only the task you have checked by placing a number 1, 2, 3, 4, 5, 6, or 7 in the column labeled *Time Spent* which most closely estimates the amount of time you spend in performing the task.

Time Spent means the total time you spend on each task you are rating, compared with the time you spend on each of the other tasks you do.

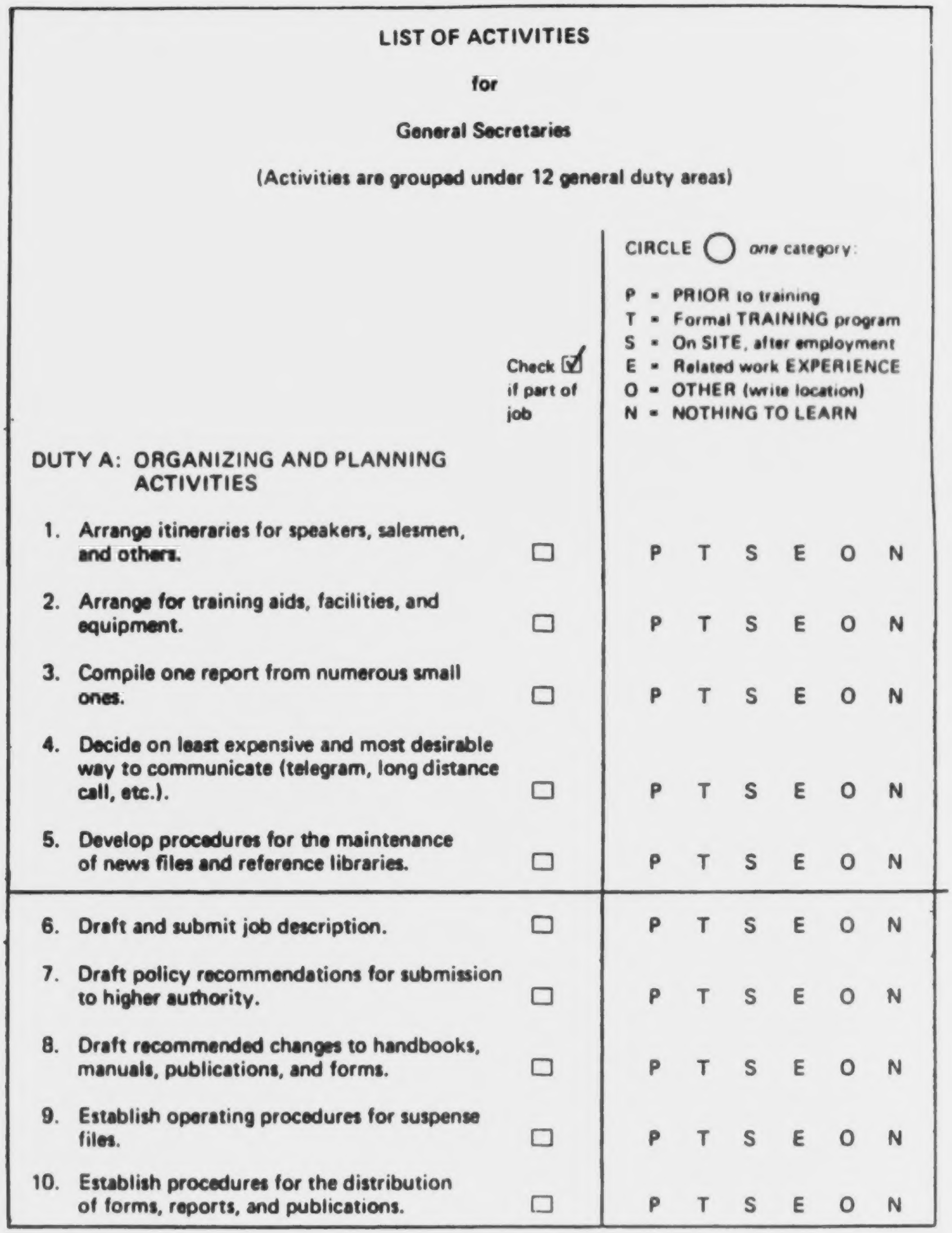
At the bottom on any page, write in and rate any tasks you do which are not listed.

EXAMPLE:

DATA PROCESSING TASK INVENTORY		Page ____ of ____ Pages
LISTED BELOW ARE A DUTY AND THE TASKS WHICH IT INCLUDES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED, THEN RATE THE TASKS YOU HAVE CHECKED.	CHECK	TIME SPENT
	✓	1. Very Much Below Average 2. Below Average 3. Slightly Below Average 4. About Average 5. Slightly Above Average 6. Above Average 7. Very Much Above Average
K. PROGRAMMING COMPUTERS	If Done	
1. Adapt programs written in symbolic language to different computer configurations.	✓	4
2. Analyze applications to select appropriate utility programs and subroutines.	✓	2
3. Analyze computer inputs prior to test run and follow-up.	✓	1
4. Analyze programming documentation.		
5. Audit computer inputs after test run and follow-up.	✓	6
6. Code computer applications using a reports program generator.		
7. Code programs utilizing more than one language.	✓	7

FIGURE 14

The Center for Vocational Education, Ohio State University, "Deriving Performance Objectives for Training," p. 37



LIST OF ACTIVITIES

for

General Secretaries

(Activities are grouped under 12 general duty areas)

CIRCLE ○ *one* category:

P = PRIOR to training
T = Formal TRAINING program
S = On SITE, after employment
E = Related work EXPERIENCE
O = OTHER (write location)
N = NOTHING TO LEARN

	Check ☑ if part of job	
DUTY A: ORGANIZING AND PLANNING ACTIVITIES		
1. Arrange itineraries for speakers, salesmen, and others.	☐	P T S E O N
2. Arrange for training aids, facilities, and equipment.	☐	P T S E O N
3. Compile one report from numerous small ones.	☐	P T S E O N
4. Decide on least expensive and most desirable way to communicate (telegram, long distance call, etc.).	☐	P T S E O N
5. Develop procedures for the maintenance of news files and reference libraries.	☐	P T S E O N
6. Draft and submit job description.	☐	P T S E O N
7. Draft policy recommendations for submission to higher authority.	☐	P T S E O N
8. Draft recommended changes to handbooks, manuals, publications, and forms.	☐	P T S E O N
9. Establish operating procedures for suspense files.	☐	P T S E O N
10. Establish procedures for the distribution of forms, reports, and publications.	☐	P T S E O N

FIGURE 15

The Center for Vocational Education, Ohio State University, "Deriving Performance Objectives for Training," p. 21

STEP 5: PERFORM A TASK DETAILING ON EACH TASK SELECTED FOR INCLUSION IN THE TRAINING PROGRAM

Once tasks have been selected for inclusion in a training program, a task detailing should be performed. Task detailing breaks down each task to determine the key steps (doing) and knowledges (knowing) that an individual needs to be taught to perform a task successfully. It serves as a basis for developing student performance objectives -- particularly "knowing" (cognitive) and "doing" (pyschomotor) objectives. The task detailing process identifies the following:

- Cues for starting the task.
- Conditions necessary for performance of the task.
- Major steps of the task (doing).
- Decisions made while performing the task.
- Safety, technical, and related knowledge necessary to perform the task successfully (knowing).
- Equipment, tools, and materials used when doing the task.
- The degree of desired proficiency or standard.

While the task detailing process may seem unnecessarily cumbersome, is should be stressed that these steps are essential in making intelligent choices about teaching techniques and learning materials. With the data available from a task detailing, you can better avoid teaching more theory than is necessary and keep the course occupationally relevant. In this way, you teach only what is necessary to help the students learn a job.[19]

There are several ways in which task detailing information can be gathered. Choose the method that best suits your needs.

Ways to Secure Task Detailing Information

A. Interview incumbent workers and/or subject matter specialists qualified in the task.

B. Observe the task being performed.

C. Use your own knowledge of the occupation.

Follow these steps to perform a task detailing for the tasks that will be included in the training program:

1. *Using a Task Detailing Worksheet like the one in Figure 16 or developing a Task Detailing Flowchart like the one in Figure 17, analyze each task by doing the following:*

   a. Assign each task a number for identification purposes.

   b. List the name of the training program being analyzed.

   c. List the task being analyzed.

   d. List the environmental conditions under which the task is typically performed. Example: garage location.

   e. List the situation(s) or cues in which the performance of the task is most likely to occur. That is, what would prompt the worker to perform the task? Example: For the task "cash a check," the cue would be "customer requests that a check be cashed."

   f. List the tools, equipment, materials, supplies, references, and procedural aides used when performing the task.

   g. In the Key Step column, list the major steps and decisions sequentially, from start to finish, that the worker goes through when performing the task. Number these steps. Each step should begin with an action verb. Under each major step, list the substeps, if any, which make up that procedure.

   h. List when the task terminates. That is, how does the worker know that the task is completed.

   i. In the standards section, list the minimal acceptable degree of accuracy or proficiency that an entry-level worker would need to perform the task successfully.

   Note: If time is not critical do not include it as a standard. This step is extremely critical as the standards that you decide on will form the basis of student performance objectives. CHOOSE STANARDS THAT ARE REALISTIC AND ONES THAT THE STUDENTS CAN ATTAIN.

j. List other ways on a separate worksheet, if any, to perform the task.

k. In the Essential Knowledges column, list the essential technical, related and safety knowledges necessary to accurately perform each step of the task. That is, list what a person needs to know to perform each step of the task. Examples: basic facts, terminology, physical laws, safety precautions.

Note: Not all steps will have special knowledges.

(Number these with the same numbers you numbered the corresponding steps.) If any substeps were listed, also, list the essential technical, related, and safety knowledge required.

TASK DETAILING WORKSHEET

PROGRAM AUTOMOTIVE **TASK NO.** 315.000

TASK STATEMENT Change a flat tire

Conditions under which task is performed:
Any

Cue:
Car has flat tire

Tools, Equipment, Material, References, Aids used:
Spare tire, jack, lug wrench, air pump

KEY STEPS	ESSENTIAL KNOWLEDGES
List sequentially the Key Steps and decisions that lead to the completion of the task.	For each key step, list (if any) what an individual has to know (technical safety and related knowledges) to complete each step successfully.
1. Check spare	1. Spare must be good.
2. Remove hub cap.	
3. Loosen nuts with lug wrench.	3. Do not remove nuts before raising car. Know what a lug wrench is.
4. Raise car with jack	4. Know how to operate jack
5. Remove nuts and remove flat tire.	
6. Install spare tire	6. Know how to lift wheel on hub.
7. Tighten nuts	
8. Lower car with jack	8. Lower jack slowly
9. Replace hub	
10. Put tools away	

STANDARDS: (acceptable level of performance for entry level worker)

Quality: Without injury

Time Limit: 15 minutes

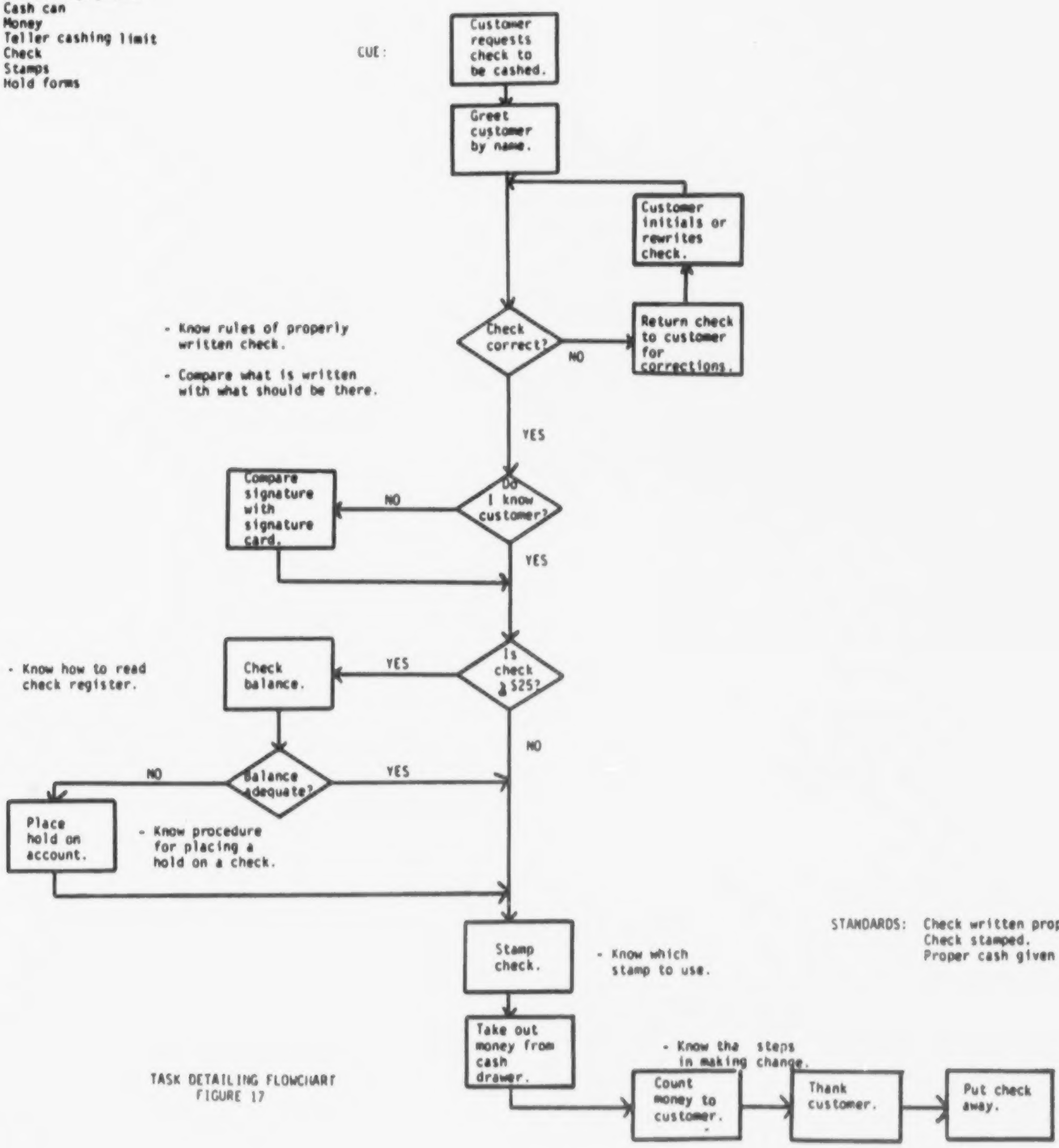
Amount:

Content: According to manufacturer's specifications.

FIGURE 16
Adapted from Ridge-Vo-Tech Center, Haines City, Florida

TASK NO: 100.000
PROGRAM: BANK TELLER PROGRAM
TASK STATEMENT: Cash a personal check for customer.
CONDITIONS: Teller window.

Tools and Equipment:
- Cash can
- Money
- Teller cashing limit
- Check
- Stamps
- Hold forms


CUE:
Customer requests check to be cashed.
Greet customer by name.
Check correct?
NO
Return check to customer for corrections.
Customer initials or rewrites check.
YES
Do I know customer?
NO
Compare signature with signature card.
YES
Is check ≥ $25?
YES
Check balance.
NO
Balance adequate?
NO
YES
Place hold on account.
Stamp check.
Take out money from cash drawer.
Count money to customer.
Thank customer.
Put check away.

- Know rules of properly written check.
- Compare what is written with what should be there.
- Know how to read check register.
- Know procedure for placing a hold on a check.
- Know which stamp to use.
- Know the steps in making change.

STANDARDS: Check written properly.
Check stamped.
Proper cash given to customer.

TASK DETAILING FLOWCHART
FIGURE 17

CONCLUSION

Once you have completed a task analysis on the occupation you have a sound basis from which to develop your curricula. Part III of this handbook will show you how to develop competency based curricula from the information from Parts I and II.

In conclusion, the task analysis process involves five major steps as follows:

1. Choose the occupation(s) to be analyzed.
2. Develop preliminary duty and task listings.
3. Refine the duty and task listings through a subadvisory committee.
4. Verify/validate the tasks and duties of the occupation.
5. Perform a task detailing.

Display 116.

Job Inventory Checklist

	Acceptable	Unacceptable
1. Duty statement represents a segment of the total job.		
2. Duty statement describes what is being done.		
3. Duty statement begins with action verb ("ing" form) followed by object or function.		
4. Task list represents all tasks required to perform duty.		
5. Each task statement is a complete sentence.		
6. The task statement contains an action verb and noun.		
7. Task statements represent independent work activities.		
8. The combination of task statements form logical work steps necessary to perform the duty.		
9. Task statements include terminology consistent with current usage in occupational field.		
10. Each task statement is ratable in terms of relative time spent performing the task.		

(Source: "How to Do A Job Analysis", Maryland State Department of Education, 1978, p. 11)

Display 117.

Task Detailing Checklist

	Acceptable	Unacceptable
1. List represents all steps required to perform task.		
2. Each statement is a complete sentence.		
3. Action verbs are used in listing steps.		
4. The combination of steps form a logical sequence to complete the task.		
5. Steps include terminology consistent with current usage in occupational field.		
6. All conditions are stated.		
7. The standard is valid, objective and can be measured.		
8. The reference for the standard is stated and valid for the task.		

(Source: "How to Do A Job Analysis," Maryland State Department of Education, 1978, p. 16)

Job information for task analysis and curriculum development is collected through interviews, observation, and questionnaires. Two techniques for gathering related data are the Delphi and the Dacum.

The Delphi technique is useful in gaining group consensus without face-to-face dialogue. It is a three-round survey that begins with a series of statements and asks for an individual's opinion about each statement. The results of this first round are summarized and fed back to each participant. Round two asks individuals to reconsider their first responses after seeing the results of the group and possible modifications of the statements. Again, the results are summarized and returned to the participants. The third round once more asks individuals to reconsider their responses. The technique has been proven successful in gaining group consensus. The major benefit is that consensus can be reached efficiently. The major problems of face-to-face interaction are overcome. The major disadvantage is that collecting and analyzing the data can be time-consuming and costly.

Steps in the Delphi process include:

1. Design initial questionnaire.
2. Select group participants.
3. Conduct round 1 survey.
4. Analyze the results and feedback to each individual the responses of the group and their own responses.
5. Ask group members to reconsider their first responses (round 2 survey).
6. Analyze the results and feedback to each individual the responses of the group and their own responses.
7. Repeat steps for round 3 survey.
8. A strong consensus should have been reached.

The considerations, advantages and disadvantages of the Delphi technique are similar to those for other surveys. The major difference is that, through the three-round process, consensus is reached on the statements in the survey. This is a powerful advantage.

Display 118, on the next page, presents the Dacum (Developing A Curriculum) technique.

Display 118.

DACUM: Identifying Competencies

By Audni Miller-Beach

FOR developers of competency-based instructional programs, DACUM (Developing A Curriculum) is a relatively quick and inexpensive method for determining which competencies should be included in a curriculum. Created and first used by the Experimental Projects Branch, Canada Department of Regional Economic Expansion, and the General Learning Corporation of New York, DACUM is based on three assumptions: (1) expert workers can define and describe their job more accurately than anyone else; (2) any job can be effectively described in terms of the *tasks* that successful workers in that occupation perform; and (3) all tasks, in order to be performed correctly, demand certain knowledge and attitudes from workers.

The process requires a panel of expert workers and supervisors in the occupation being analyzed, a qualified coordinator, and a recorder. During a period of three days, the panel develops a profile chart of the skills required in the occupation. A DACUM chart serves both as a curriculum plan and as an instrument for assessing training needs and student achievement.

The panel. A DACUM panel is usually comprised of 10 to 12 expert workers and two to three supervisors, selected from companies in the local community to represent each of the specialty areas in an occupation. A major reason for the low cost of the DACUM process is that panel members contribute their time. Ordinarily, local companies are quite willing to allow employees to participate. Company personnel regard DACUM as an excellent opportunity to provide essential information for the development of an occupational program. They feel the program's credibility is strengthened by their own outstanding employees identifying the skills which students should master for employment. From the school's perspective, a primary benefit of DACUM is the development of a stronger, more positive relationship with business and industrial establishments in the local community.

The quality of a DACUM chart is determined by several factors, such as the panel members' technical knowledge and skill, their ability to express themselves, and the coordinator's ability to elicit specific, accurate skill statements, deal with conflict and debate, and maintain the group's momentum.

The coordinator must be able to make on-the-spot decisions related to the content and structure of the chart. He or she must know what questions to ask, and when, so that the chart will be comprehensive and precise. At the same time, the coordinator must be careful not to bias the panelists' contributions. For this reason, the coordinator should not have had experience in the occupations under analysis. Rather, he or she should be familiar with the curriculum development process as it applies across occupations. Finally, the coordinator must be patient, even when the process becomes tedious. Panel members must be allowed to decide for themselves whether certain skills are required.

The DACUM recorder must quickly and legibly print each skill statement exactly as it is phrased by the panel. Like the coordinator, the recorder must refrain from comments which could influence panel members' determinations.

How DACUM works. The DACUM process is outlined below:

1. First, panel members identify the general areas of competence required. For example, on one chart for motor vehicle repair, the general areas included "service and repair cooling and exhaust systems," and "service and repair fuel systems." These categories are recorded on large cards and posted vertically on a blank wall in full view of the panel.
2. Next, focusing on only one area at a time, skills required in each of the categories are specified. Each skill statement is recorded on a card and posted beside the appropriate category. Eventually, the category statement, together with the skill statements, form a "competency band" on the chart. It is imperative that each statement be in precise action terms, such as "detect and diagnose engine faults," which appears in the category "service and repair engines" on the chart for motor vehicle repair.
3. After the skills required in each category have been identified, panelists make sure that each skill statement is explicit and accurate.
4. Then, skill statements are structured into a learning sequence. Panelists decide which skills they would have an entry-level worker learn and apply first on the job. The statements are then arranged in the order determined by the panel.
5. Finally, the coordinator solicits the panelists' consensus regarding the accuracy of the chart. They should agree that it correctly reflects the skills required in that occupation.

When a DACUM workshop is over, panel members have produced a graphic profile of the skills required in their work, and inevitably they express satisfaction with the process. For further information on DACUM, readers may write or call me at the National Academy for Vocational Education, the National Center for Research in Vocational Education, 1960 Kenny Rd., Columbus, OH 43210, (800) 848-4815.

References

Adams, R.E. *DACUM Approach to Curriculum, Learning, and Evaluation in Occupational Training. A Nova Scotia Newstart Report.* Ottawa, Canada: Department of Regional Economic Expansion, 1975.

In order to utilize competency-based curricula for job specific skills training, it is necessary to:

- develop performance objectives from data provided in the task analysis
- prepare criterion tests based on the performance objectives
- institute an instructional strategy
- revise and adjust the curricula as appropriate.

Development of a competency-based curriculum also requires more clarification than a listing of items to be done. People trying to accomplish such a feat need solid information upon which to build. In an effort to provide this help, Display 119 presents Part III of the Handbook for Developing Competency-Based Curricula for New and Emerging Occupations — "How To... Develop Competency-Based Curricula." (See Display 119.)

After the task analysis has been completed, and the curriculum developed, it could be quite valuable to take a close look at what was created. One way to effect this is contained in Display 120. Additional material on task analysis is contained in the section of the appendix keyed to this chapter. (See Display 120.)

Regardless of which approach an SDA chooses for doing job specific skills training, it is necessary to have well-crafted competency statements clearly stating all three parts: the competency, the benchmark, and the means of measurement. Although competency statements are required to meet the requisites of a sufficiently developed system, SDAs may — for their own reasons — need separate lists of skills, benchmarks, and means of measurement somewhere in the process.

The Humboldt County (California) Private Industry Council has put together a comprehensive array of competency statements for the retail/sales clerk occupation. These job specific skills competency statements are written in a vertical matrix format and are presented in Display 121. Display 122 provides partial listings of competency benchmarks recognized by the Private Industry Council of South Florida for Bookkeeping/Accounting and Auto Body Repair. Additional groupings of competency statements, benchmarks, and skill designations are contained in the appendix section keyed to this chapter. (See Displays 121 and 122.)

Text continues on page 624

Display 119.

PART III

HOW TO USE THE INFORMATION FROM PARTS I AND II OF THE HANDBOOK TO DEVELOP COMPETENCY BASED CURRICULA

INTRODUCTION - PART III

Once an occupation has been identified and the skills and knowledges needed in the occupation have been analyzed through a task analysis, all groundwork has been performed for developing competency based curricula.

This section of the handbook will show you how to develop competency based curricula using the information derived from Parts I and II. When you have read this section of the handbook, you will be able to:

1. Prepare student performance objectives from the information provided in the task analysis;
2. Develop criterion tests based on the student performance objectives;
3. Implement an instructional strategy.
4. Revise and modify the curricula.

LIST OF TERMS:

Competency Based Instruction/Curricula: A total system for planning, developing, and implementing a curriculum designed to insure that students acquire measureable skills, knowledges, and attitudes essential for successful job performance.[20]

Competent: Demonstration of mastery of occupational requirements that includes skills, knowledges, and attitudes necessary for job entry.[21]

Criterion test: An evaluation instrument which is used to assess whether students have meet the predetermined student performance objectives.

Instructional Lesson: A basic building element of a course. It contains all the details concerning content to be taught, the techniques of instruction to be followed, and references and materials to be used.[22] Each task in an occupation would generally represent an instructional lesson.

Instructional Unit: The major sections of a course. Each duty in an occupation would generally represent an instructional unit.

Mastery: The level of performance or achievement that consistently meets occupational standards set by vocational instructors responsible for a vocational program.[23]

Student Performance Objectives: Statements that describe exactly what students must be able to do, the conditions under which the performance will occur, and the standards by which the students will be evaluated.

Performance test: A test used to determine if the student can perform the correct processes as well as if the student can produce the correct product. Performance tests require direct observation of the student.

Product evaluations: Tests used to determine whether a student can produce a correct product. They do not require direct observation of the student.

STEPS IN DEVELOPING COMPETENCY BASED CURRICULA FROM THE INFORMATION DERIVED FROM PARTS I AND II

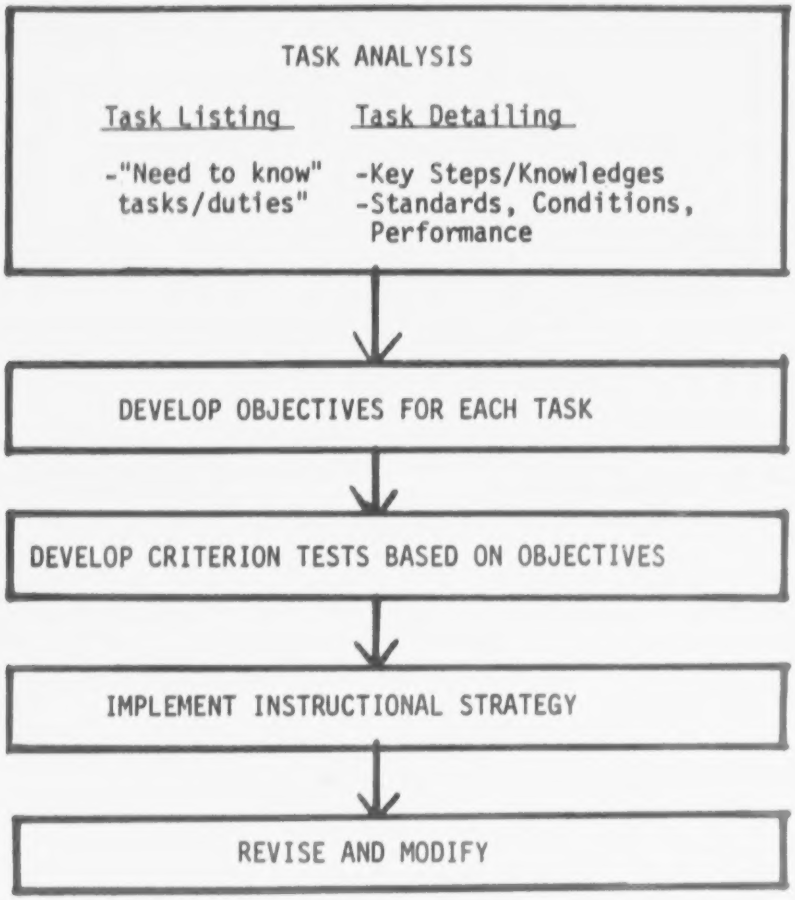

TASK ANALYSIS
Task Listing
-"Need to know" tasks/duties"
Task Detailing
-Key Steps/Knowledges
-Standards, Conditions, Performance
DEVELOP OBJECTIVES FOR EACH TASK
DEVELOP CRITERION TESTS BASED ON OBJECTIVES
IMPLEMENT INSTRUCTIONAL STRATEGY
REVISE AND MODIFY

Figure 18

STEPS IN DEVELOPING COMPETENCY BASED CURRICULA
FROM THE INFORMATION DERIVED FROM PARTS I AND II

Since the aim of competency based instruction is to provide students with the knowledges (knowing), skills (doing), and attitudes needed for successful performance in an occupation, a system must be developed to help the instructor transfer this information to the students. The following steps can help you develop competency based curricula from the information derived from Parts I and II of this handbook. These steps are depicted in Figure 18.

STEP 1: DEVELOP STUDENT PERFORMANCE OBJECTIVES FOR EACH TASK TO BE INCLUDED IN THE TRAINING PROGRAM.

The key to moving from tasks of a job to the components of a course is to translate the tasks into student performance objectives.[24] These student performance objectives will tell the students exactly what they will have to do to be considered "competent" in a task. Additionally, student performance objectives can help you select methods, materials, and criterion tests to help the students "master" each student performance objective.

Follow these steps to develop student performance objectives from the information derived from the Task Detailing Worksheets/ Flowcharts that you developed in Part II.

1. *Using Figure 19 as a guide, write a student performance objective for each task in your training program to include conditions, performance, and standards. Use the information from the following sections of your Task Detailing Worksheets/ Flowcharts as your major source of information:*
   a) *Conditions and Tools and equipment sections (CONDITIONS)*
   b) *Task statement section (PERFORMANCE)*
   c) *Standards section (STANDARDS)*

2. *It is suggested that you also write student performance objectives for important steps and/or knowledges of a task that must be mastered before the students can perform the task successfully. If necessary, also write a student performance objective for any attitudes that you want the students to develop. By writing student performance objectives for these steps, knowledges, and attitudes, you insure that they will be taught.*

   Note: You do not write student performance objectives for all steps and knowledges of a task. Write student performance objectives only for those steps and knowledges that the students must master before they can perform the entire task successfully. Why:

   - Some steps and knowledges need not be taught as everyone knows how to do them.
   - Some steps are performed only when the entire task is practiced.

   Student performance objectives based on steps and knowledges may be written in abbreviated form--that is, the conditions and standards may be eliminated from the objective. See Figure 19 for examples.

STEP 2: DEVELOP CRITERION TESTS FOR EACH STUDENT PERFORMANCE OBJECTIVE.

Once student performance objectives have been written, you will need to develop evaluation instruments for each student performance objective. A criterion test is generally a written or performance type test which is used to determine whether students have achieved the student performance objective. When students can pass the criterion tests for a task, they are said to be "competent" in the task.

Follow these steps to develop criterion tests for each student performance objective:

1. *After analyzing each student performance objective, determine the type of criterion test (written, performance, or attitude checklist) that will be needed to assess whether the student performance objective has been met.*

   Examples:

   Given ten drawings of hand tools used in an automotive mechanics program, identify them and their use. You must obtain 100% of the written test.

   Type of test: written--multiple choice

TASK ANALYSIS WORKSHEET

PROGRAM AUTOMOTIVE **TASK NO.** 315.000

TASK STATEMENT Change a flat tire ← PERFORMANCE

Conditions under which task is performed:
Any ← CONDITIONS

Cue:
Car has flat tire

Tools, Equipment, Material, References, Aids used:
Spare tire, jack, lug wrench

KEY STEPS	ESSENTIAL KNOWLEDGES
List sequentially the Key Steps and decisions that lead to the completion of the task.	For each key step, list (if any) what an individual has to know (technical safety and related knowledges) to complete each step.
1. Set emergency brake/block wheels	1. Block front and rear of wheels.
2. Remove hub cap	
3. Loosen nuts with lug wrench	3. Do not remove nuts before raising car.
4. Raise car with jack	4. Know how to operate jack
5. Remove nuts and remove flat tire	
6. Install spare tire	6. Know how to lift wheel on hub.
7. Tighten nuts	7. Tighten securely.
8. Lower car with jack	8. Lower jack slowly
9. Replace hub	
10. Put tools away	

Student Performance Objective: Given a car with a flat tire, jack, spare tire, and lug wrench, change flat tire according to manufacturer's instructions and specifications in fifteen minutes without injury.

Student performance objectives based on steps and/or knowledges.
- Operate a jack

STANDARDS

STANDARDS: (acceptable level of performance for entry level worker)

Quality:	Without injury	Time Limit:	15 minutes
Amount:		Content:	According to manufacturer's specifications.

FIGURE 19

Examples:

Given situations in which the student will have to interact with other members of the class, the student will act courteously toward other members of the class. All performances on the instructor checklist must have an acceptable rating.

Type of test: attitude checklist

Given a customer with a counterfeit bill, process the counterfeit bill. All steps on the instructors checklist must be given an acceptable rating.

Type of test: performance test--performance checklist

Types of tests:

- To measure student performance objectives which pertain mostly to "doing" something, prepare performance tests or product evaluations. (See Figure 20 for an example of a performance test).
- To measure student performance objectives which pertain mostly to "knowing" something, prepare written tests.
    - Types of written tests include recognition (true/false, multiple choice, matching) and recall tests (completion, listing, and essay items).
- To measure student performance objectives which pertain mostly to attitudes to be acquired prepare attitude checklists.

2. *Prepare a criterion test that meets the following criteria:*

a) *The test gives clear, complete directions to the students;*

b) *The test requires performance of the same behavior and under the same conditions as specified in the student performance objective.*

Example: Given a car with a flat tire, spare tire, and lug wrench, change the flat tire per the manufacturer's instructions and specifications within fifteen minutes and without injury.

Test: Prepare a performance test like the one in Figure 20 which actually requires the students to change a flat tire. A multiple choice test would not be appropriate. Notice that each activity in Figure 20 corresponds to the steps and knowledges listed in the Task Detailing Worksheet in Figure 19.

OBJECTIVE: Given a car with a flat tire, jack, spare tire, and lug wrench, change the flat tire according to manufacturer's instructions and specifications in fifteen minutes without injury.

PERFORMANCE TEST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Unaffected wheels were blocked front and rear.		
2. Emergency brakes were applied.		
3. Jack was correctly positioned.		
4. Lugs were loosened before wheel was completely raised.		
5. Tire was lifted on hub correctly.		
6. Lugs and replacement wheel were sufficiently secured.		
7. Removed wheel and tools were returned to appropriate place in trunk of car.		
8. Tire was changed within 15 minutes.		

Teague, Wayne and Faulker, T. L., Developing Performance Objectives and Criterion Referenced Measures for Performance-Based Instruction, p. 46.

FIGURE 20

STEP 3: IMPLEMENT AN INSTRUCTIONAL STRATEGY

At this point, you are ready to consolidate and use the material that you have developed thus far. You will now learn how to use an instructional strategy to help the students master the student performance objectives. Such an instructional strategy includes the following:

a) Prepare a course outline;
b) Develop lessons plans;
c) Develop a teaching/learning strategy.

Follow these steps to implement an instructional strategy:

1. *Prepare a Course Outline*

Using the Task Listings that you previously prepared in part II, number the tasks and duties in the order (sequence) in which they will be presented in the instruction. Use figure 21 as a guide.

Note: Notice that duties become instructional units and the tasks become instructional lessons.

TIPS FOR SEQUENCING:

- Sequence tasks based on the order in which they occur in the job.
- Sequence tasks and duties from simplest to most difficult or complex.
- When sequencing tasks and duties, ask yourself the following questions: What other duties/tasks would the students need to master before they can perform this duty/task? (Use the Task Detailing Worksheets/Flowcharts and student performance objectives that you prepared to help you answer this question.)

2. *Develop Lesson Plans for Each Task*

A well developed instructional lesson should serve as the means by which your students will achieve each task. At minimum, a well written lesson plan should include the following:

a) Student performance objectives;
b) Purpose for learning the task;
c) List of tools, equipment, etc. needed by the students;
d) Step-by-step instructions for the acquisition of the steps, skills, and knowledges specified in the performance objectives;

TASK LISTING
(Course Outline)

VOCATIONAL PROGRAM Grocery Checker

SPECIFIC OCCUPATION Checker/Cashier

The following are the tasks for each duty in the above-stated occupation:

DUTIES (Instructional Units)	TASKS (Lessons)	SEQUENCE
4.0 Preparing Produce for Market	Explain advertising concepts	4
	Demonstrate produce knowledge	1
	Prepare produce for sale	3
	Display produce	2
1.0 Orientation, Safety, and Sanitation	Recognize management functions	3
	Identify career opportunities in food distribution	1
	Identify safety and sanitation practices in grocery department	2
2.0 Performing Checkout Duties	Operate cash register	2
	Perform optional transactions	4
	Cash customer's check	1
	Perform tax transactions	3
7.0 Making Customer Contact	Demonstrate customer relations	1
	Describe today's food store customer	

THIS SAMPLE IS NOT COMPLETE

Figure 21

Adapted from Identifying and Improving Vocational Instruction: A Handbook for Individualizing Instruction for New Hampshire Vocational Educators, p. 63.

e) A means of providing progress checks and/or self evaluation checks with immediate feedback to the student.
f) Criterion tests capable of evaluating the following:
  - Whether the task has been accomplished.
  - Whether the necessary steps and knowledges have been acquired.

Figure 22 shows you a model lesson plan that incorporates the four steps in the learning process: preparation, presentation, application, and evaluation. Figure 23 provides a completed lesson plan based on the model in Figure 22.

Follow these steps to prepare an effective lesson plan:

Using the information in Figures 22 and 23 as your guide, prepare a lesson plan for each task in the training program. Use the following sources of information to help you develop the lesson plans:

a) Student performance objectives

b) Task Detailing Worksheet/Flowchart

c) Student population

A WORD ABOUT SELECTING MATERIALS:

o Select only materials that will help your students satisfy the student performance objectives.

o Choose material based on your student population. Questions to consider might be

- Is the reading level at a suitable level for the student?
- Are examples understandable?
- Does the material provide adequate practice for the student? If not, develop your own practice exercises.
- Does the material have gaps? If it does, disregard the material or augment it with other material.

3. *Develop a teaching/learning strategy*

A teaching/learning strategy should be developed to assist the students in learning the student performance objectives. Develop a teaching/learning strategy which includes the following:

1. *Objectives are made available to the students, in writing, before they start working on a lesson/task. In this way, students will know exactly what they will have to do to be considered "competent."*

LESSON PLAN

OBJECTIVE: Student performance objectives for the task.

Approximate length of lesson

ACTIVITIES	PROCEDURE/ RESOURCES
PREPARATION:	
Purpose: Statement telling students why they should learn the task.	Lecture/Reading Material
PREPARATION:	
-Review prerequisite knowledges and/or steps	Lecture/Instruction sheet listing tools, theory, steps/Written materials
-Review steps/procedure of task	Lecture/Instruction sheet giving steps/Textbook
-Demonstrate step-by-step the skills, knowledges, and/or steps	Demonstration Media showing procedures
APPLICATION:	
Guided Practice: Students practice the skills, knowledge, and/or steps under supervision or by providing cueing. Provisions for immediate feedback.	Practicing the tasks, solving problems Self checks with answers provided.
EVALUATION:	
Test students to see if they have mastered the task. If necessary, test the students to determine if they have mastered the knowledges of the task.	Performance Checklist Written Test Self checks

Figure 22

LESSON PLAN

OBJECTIVES: Given a car with a flat tire, jack, spare tire, and lug wrench, change the flat tire according to the manufacturer's specifications and instructions in fifteen minutes without injury.

- Operate a jack

60 minute lesson

ACTIVITIES	RESOURCES/ PROCEDURES
1. Present lecture on importance of being able to change a flat tire quickly.	Overhead Transparencies
2. -Quickly review procedure sheet on how to operate a jack.	Procedure Sheet
-Demonstrate how to operate the jack using the procedure sheet	Demonstration
-Have students practice jacking a car in groups of three.	
-Give students a checklist to help students determine if they can jack a car.	Checklist
3. -Review procedure on how to change a flat tire using manufacturer's instructions.	Text: Manufacturer's Specifications
-Discuss essential knowledges that students need to know about each step.	Task Detailing Worksheet/ Flowchart
-Demonstrate how to fix a flat tire using manufacturer's instructions.	
4. -Assign students to practice changing a flat tire.	Assignment sheet Materials
5. Give students tests	Performance test

Figure 23

2. *Students take criterion tests whenever they believe they are ready for them.*
   - *To eliminate stragglers, provide students with suggested time limits for completion of a lesson.*

3. *Students advance to a new lesson/task* ***only*** *when they can demonstrate "mastery"*[25] *of the lesson/task by passing the criterion test.*
   - *Students who can pass the criterion test for a lesson should be allowed to advance to the next lesson.*

   - *Students who cannot pass the criterion test should be allowed to restudy the material or be given assistance. They should have the opportunity to take the test again.*

4. *Students receive immediate feedback on their test performance. Figure 24 shows a teaching/learning system which incorporates these above-stated characteristics.*

5. *Students are encouraged to help one another.*

6. *When possible, each student has freedom to sequence his own instruction.*

7. *The instructor's role is that of a motivator of students, facilitator of learning, and turor and counselor.*

8. *The instructor monitors each student's progress through some sort of recordkeeping system which might include the following:*

   - *Validating the student's mastery of each student performance objective;*

   - *Recording student performance objectives currently being accomplished and objectives not yet attempted;*

   - *Recording the number of attempts of an objective and the time required to gain mastery of an objective.*[26]

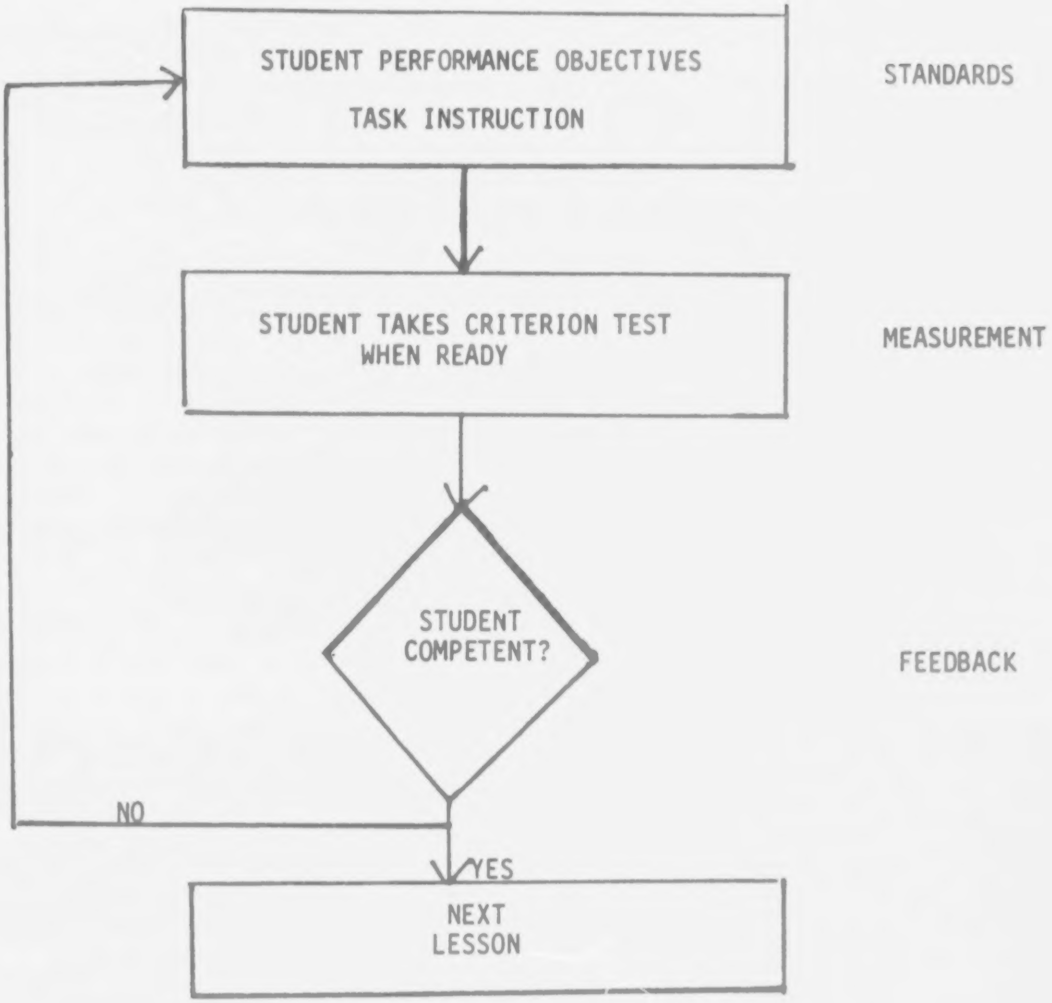
STEP 4: REVISE AND MODIFY

Once the program has been implemented, the final step in developing competency based curricula is to revise and modify the curricula to determine two things:

1) Does the course succeed in teaching what it set out to teach?

TEACHING/LEARNING SYSTEM

Figure 24


STUDENT PERFORMANCE OBJECTIVES
TASK INSTRUCTION
STANDARDS
STUDENT TAKES CRITERION TEST WHEN READY
MEASUREMENT
STUDENT COMPETENT?
FEEDBACK
NO
YES
NEXT LESSON

2) Does the course teach what is actually required for successful entry-level employment in the occupation?27

Follow these steps to revise and modify your curricula.

Start by analyzing each student performance objective.

1. *Ask yourself the following question about each objective:*

   What percentage of the students achieved this student performance objective?

   - *If all or most of the students achieved the objective, you succeeded in teaching what you set out to teach.*

   - *If many of the students did not achieve the student performance objective (10-15%), analyze the student performance objective, methods, media, and learning materials to determine:*

     a) *If the problem is ineffective training, or an*

     b) *Improperly selected or unrealistic student performance objective. Make the necessary changes.*

2. *Compare the existing student performance objectives with the actual job to determine if they are still relevant. Ask yourself the following questions:*

   - *Has the job changed?*
   - *Have any skills been eliminated or added?*
   - *Are new tools or equipment being used?*
   - *Are new techniques being used?*

CONCLUSION

Competency based instruction, as has been discussed in this handbook, is a systematic approach to effective instruction. If you chose to use competency based instruction in your course, it will allow you to "guarantee that your instruction works," and will guarantee that your instruction is related to the needs of industry. "In other words, it will allow you to increase your instructional power."[28] Additionally, such a systematic approach to developing curricula will enable you to keep abreast of potential vocational programs and help you to determine curriculum requirements in a systematic, cost-effective way.

In conclusion, the development of competency based curricula for a new and emerging occupation involves the following:

1. Identify a "new and emerging" occupation.
2. Perform a task analysis on the occupation to determine the following:
    a. The "need-to-know" duties and task in the occupation that should be taught;
    b. The skills, knowledges, and attitudes that students will need to learn to successfully perform each task.
3. Develop student performance objectives which will tell the students exactly what they will have to do to be certified "competent" in the task.
4. Develop criterion tests for each student performance objective which will assess whether the students are competent in the task.
5. Implement an instructional strategy which includes the following:
    a. Prepare a course outline.
    b. Develop lesson plans based on the task.
    c. Implement a teaching/learning strategy.
6. Revise and modify the curricula to improve the course effectiveness.

Display 120.

Vocational Studies Center
University of Wisconsin-Madison

TRAINING ANALYSIS FORM

Vocational Program: ______________________________

Instructor: ____________________ School: ____________________

Date: ____________________

Occupational training goal(s) of program: ____________________

____

____

____

I. ENTRANCE CRITERIA

A. *Physical skills:* Check the minimal (physical skills) that are required for entrance into your program.

Skill — Description of Abilities

___ walking: ______________________________

___ standing: ______________________________

___ lifting: ______________________________

___ carrying: ______________________________

___ bending: ______________________________

___ fine-motor: ______________________________

___ speech: ______________________________

___ other: ______________________________

___ other: ______________________________

B. *Educational skills:* Describe the minimal academic skills that are required for entrance into your program and the modifications which could be made in teaching to accommodate for students with lower skill levels.

	Modifications
math: ____________________	____________________
reading: ____________________	____________________
language: ____________________	____________________

C. *Vocational skills:* Describe the basic knowledge and use of tools that are required for entrance into your program.

____

____

____

Describe the safety rules that must be followed for entrance into your program ______________________________

____

____

Describe the most critical work behaviors that must be followed for entrance into your program. ______________________________

____

____

____

Other concerns? ____

____

____

____

II. TEACHING TECHNIQUES. Check the teaching techniques which you use in your program and list how they could be modified for the needs of a handicapped student.

Technique Modification

___ lecture: ____
___ audiovisual: ____
___ small gp. project: ____________________________________
___ discussion: ____
___ demonstration: ____
___ study text: ____
___ grade level: ____
___ ind. projects: ____
___ other: ____

Most all students in your program proceed at the same pace?

___ Yes ___ No Suggested modifications? __________________

____

III. What support services or materials do you receive in your program to help students with lower skill levels? ________________

____

____

____

Other comments? ____

____

____

Person doing analysis: _______________________________________

ENTRY-LEVEL CRITERIA/PROGRAM MATRIX

Entry-Level Characteristics	Program											
	1	2	3	4	5	6	7	8	9	10	11	12
(EXAMPLE)												
READING LEVEL: 8th grade	X	X					X					
5th grade			X	X	X							
3rd grade					M	X	M					
None						M						

X = Skill is absolutely required prior to entrance into vocational program.

M = Skill level is acceptable with curriculum modifications or with supportive services.

Display 121

JOB SPECIFIC SKILLS: RETAIL/SALES CLERK

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JOB-SPECIFIC SKILLS: RETAIL CLERK

A INVENTORY CONTROL SKILLS

A.1 Demonstrate the ability to use stock numbers to locate products.

Measures:
- a. Given sets of numbers from five different standard stock numbering systems, arrange each set in alphanumeric or numeric order as appropriate with 85% accuracy; and
- b. Given 3 random numbers from each of five different standard stock numbering systems, locate each number on the appropriate list with 100% accuracy;

OJT:
- c. Given 10 stock numbers, locate the matching items with 100% accuracy in what your supervisor considers a reasonable length of time.

Tool/Doc:
- a. Arranged stock number sets
- b. Stock number lists
- c. Supervisor's documentation of successful completion

……………………………………

A.2 Demonstrate the ability to locate or assign prices to products.

Measures:
- a. Given 5 different stock systems with prices matched to lists of stock numbers, list the prices of 5 specified items from each system neatly and legibly and with 100% accuracy; and
- b. Given 15 facsimiles of price tags, circle the price of each product with 100% accuracy;

OJT:
- c. List the prices of 20 items neatly and legibly and with 100% accuracy; and
- d. Given 20 price tags, circle or otherwise indicate the prices for each item to your supervisor with 100% accuracy.

Tool/Doc:
- a. Price list
- b. Price tags worksheet
- c. Price list
- d. Supervisor's documentation of successful completion

……………………………………

A.3 Demonstrate the ability to label and ticket products.

Measures:
- a. Given 10 different labels and/or tickets, answer a series of factual questions about the associated products with 90% accuracy; and
- b. Given the necessary information and a variety of ticket formats, write the labels for 20 products neatly, legibly and with 100% accuracy in spelling, format and content.

OJT:
- c. Label and ticket 20 items neatly, legibly and to your supervisor's satisfaction in terms of spelling, format and content.

Tool/Doc: a. Ticket worksheet

b. Label worksheet

c. Supervisor's documentation of successful completion

……

A.4 Demonstrate the ability to log-in and interpret shipment labels and similar bills of lading.

Measures: a. Given 20 shipment labels and similar bills of lading, answer a series of factual questions about the shipped merchandise neatly, legibly and with 90% accuracy; and

b. Given 3 different styles of log books, log 3 packages neatly, legibly and with 95% accuracy.

OJT: c. Log 5 packages into the log book neatly, legibly and to the satisfaction of your supervisor.

Tool/Doc: a. Shipment label worksheet

b. Log pages

c. Supervisor's documentation of successful completion

……

A.5 Demonstrate the ability to use packing slips to check contents of packages.

Measures: a. Given a variety of packing slips, answer a series of factual questions about each package's contents neatly, legibly and with 100% accuracy.

OJT: b. Use packing slips to verify the contents of packages to your supervisor's satisfaction.

Tool/Doc: a. Packing slip worksheet

b. Supervisor's documentation of successful completion

……

A.6 Demonstrate an understanding of the basic principles of inventory control.

Measures: a. Given 20 word problems dealing with inventory control (e.g., "If there are 5 shirts of a certain brand and size on display and 15 in the stockroom, how large is that inventory of shirts?"), write the answers to each neatly, legibly and with 100% accuracy.

OJT: b. State the inventory of 10 different items with 100% accuracy, and determine to the satisfaction of your supervisor whether those items need to be ordered at the time.

Tool/Doc: a. Inventory worksheet

b. Supervisor's documentation of successful completion

……

B PRODUCT DISPLAY SKILLS

B.1 Demonstrate the ability to maintain shelves and other product displays.

Measures: a. Write a paragraph that describes how a display of shelf products or a display of hanging merchandise should look if it is well maintained. Paragraph should include at least four sentences, with at least three descriptive sentences. It should be written in good English, be neat and legible and 100% accurate to the satisfaction of the instructor; and

b. From a series of pictures of product displays, identify displays which require maintenance and indicate what needs to be done with each with 100% accuracy.

OJT: c. Maintain the product displays without prompting to the full satisfaction of your supervisor.

Tool/Doc: a. Paragraph and trainer's evaluation

b. Display worksheet

c. Supervisor's documentation of success

……

C CUSTOMER COMMUNICATION SKILLS

C.1 Demonstrate the ability to properly groom and dress for a retail job.

Measures: a. Given a series of descriptions of dress and grooming, identify those characteristics which are considered inappropriate for retail settings, with 100% accuracy, and be able to explain the choices to the satisfaction of the instructor;

b. After the first day, attend class every day properly groomed and dressed for a retail job to receive an average score of 2 on a scale of 1 to 3 for proper dress, hair and grooming:

1 = inappropriate
2 = looks OK
3 = looks great

OJT: c. Arrive to work every day dressed and groomed to the satisfaction of your supervisor using the scale described in (b), above.

Tool/Doc: a. Dressing worksheet and trainer's appraisal

b. Daily documentation, using scale

c. Supervisor's documentation, using scale

……

C.2 Demonstrates the ability to greet the customer in a courteous and helpful manner.

Measures: a. In a mock situation, greet five customers in a courteous and helpful manner to the satisfaction of the trainer. Greetings should be in a clear and sincere voice, and in good English.

OJT: b. **Routinely great customers in a courteous and helpful manner to the satisfaction of your supervisor.**

Tool/Doc: a. Trainer's documentation of appraisal
b. Supervisor's documentation of appraisal

……

C.3 Demonstrate the ability to answer the telephone and take messages.

Measure: a. Answer five mock or real telephone calls using good phone skills (i.e., good English, speaking clearly, politely, etc.) and take messages with 100% accuracy (to include names and telephone numbers of the calling parties, time of day, date and who the message is for, and by whom it was taken). Phone skills should be rated as satisfactory by the (calling) evaluator.

Tool/Doc. a. Evaluator's ratings

……

C.4 Demonstrate the ability to handle store returns and exchanges courteously.

Measures: a. Given a variety of store procedures for returns and exchanges, accept 1 customer's return or exchange for each procedure in a courteous and helpful manner to the satisfaction of the trainer.

Tool/Doc: a. Trainer's documentation of appraisal

……

C.5 Demonstrate the ability to handle customers' complaints in a courteous and sincere manner.

Measures: a. In mock situations, handle 5 unhappy customers to receive an average rating of 3 or better from the trainer on scales for listening attentively, polite and helpful responses, and good language usage:

1 = unsatisfactory
2 = needs improvement
3 = OK
4 = good job!
5 = great job!

Tool/Doc: a. Trainer's ratings on scales

……

D GENERAL OFFICE SKILLS

D.1 Demonstrate the ability to file and retrieve cards, sales forms and other documents in alphabetical, chronological and numerical order.

Measures:

a. File a set of 25 documents in alphabetical order, and within the letter in numeric order with 100 accuracy;

b. File 25 cards numerically with 100% accuracy;

c. File 25 merchandising codes in alphanumeric order with 100% accuracy;

d. Given a list of 10 file names, retrieve from an alphabetical file with 100% accuracy;

e. Given a list of 10 merchandising numbers, retrieve cards from an alphanumeric file with 100% accuracy; and

f. Given a list of 10 dates, retrieve the dated orders from a chronological file with 100% accuracy.

Tool/Doc:

a. Trainer's documentation of correct filing

b. Trainer's documentation of correct filing

c. Trainer's documentation of correct filing

d. Trainer's documentation of correct retrieval

e. Trainer's documentation of correct retrieval

f. Trainer's documentation of correct retrieval

……

D.2 Demonstrate the ability to use manual, electric and electronic calculators.

Measures:

a. Given a three minute test, type straight data at 125spm with 100% accuracy; and

b. Given 3 sets of five addition, five subtraction, five division, five multiplication and five percentage problems, use manual, electric and electronic calculators to perform the tasks with 100% accuracy.

Tool/Doc:

a. Three minute test

b. Arithmetic tests

……

D.3 Demonstrate the ability to use copy machines.

Measures:

a. Use a copy machine to make one and two-sided single and multiple copies of a document with 100% accuracy. Multiple page documents should be collated and stapled neatly and with 100% accuracy.

Tool/Doc:

a Completed copies

……

E MERCHANDISE KNOWLEDGE

E.1 Demonstrate the ability to locate information describing products.

Measures:

a. Given 20 manufacturer's labels or their facsimiles, answer a series of consumer questions regarding each item with 100% accuracy;

b. Given a list of 10 items, find each item in a catalog and answer a series of consumer questions regarding each item with 100% accuracy;

c. Given three different catalogs and a list of 10 items, find each item in the appropriate catalog with 100% accuracy; and

d. Given a listing of manufacturers and an item, place a mock (or actual) call to locate some required information about the item that is not listed in the catalog or described on the label with 75% accuracy.

OJT:

e. Answer questions about products using labels, catalogs or the telephone as appropriate to the satisfaction of your supervisor.

Tool/Doc:

a. Label worksheet
b. Catalog worksheet
c. Catalogs worksheet
d. Information worksheet
e. Supervisor's documentation of success

……

E.2 Demonstrate the ability to interpret guarantees and warranties for products.

Measures:

a. Given three product guarantees, answer a series of factual questions about the guarantee with 100% accuracy; and

b. Given three product warranties, answer a series of factual questions about the warranty with 100% accuracy.

Tool/Doc:

a. Guarantee worksheet
b. Warranty worksheet

……

F RETAIL COMPUTATION

F.1 Calculate discounts.

Measures:

a. Given 20 prices, calculate a series of 5 discounts on each with 100% accuracy.

Tool/Doc:

a. Discount worksheet

……

F.2 Calculate markups.

Measures:
- a. Given 20 prices, calculate a series of 5 markups and then calculate the final prices of each item with 100% accuracy.

Tool/Doc:
- a. Markup worksheet

……

F.3 Calculate the sales tax.

Measures:
- a. Given 20 prices, use a tax chart to figure the sales tax with 100% accuracy, and add to the cost of the items with 100% accuracy.

Tool/Doc:
- a. Tax worksheet

……

F.4 Apply the principle of unit pricing.

Measures:
- a. Given 20 sets of 3 unit pricing labels, select the least expensive option for value from each set with 80% accuracy.

Tool/Doc:
- a. Unit pricing worksheet

……

G CASHIERING SKILLS

G.1 Demonstrate the ability to use electromechanical and electronic cash registers.

Measures:
- a. Given a set of classification lists and a set of items, classify the items with 100% accuracy;
- b. Given 10 lists of prices, enter the prices from each list into electromechanical and electronic cash registers and ring up the subtotals with 100% accuracy within a reasonable length of time;
- c. Given 10 sets of products, classify them, enter their prices into electromechanical and electronic cash registers and ring up the subtotals with 100% accuracy within a reasonable length of time; and
- d. Make and correct 10 overrings with 100% accuracy.

Tool/Doc:
- a. Classification worksheet
- b. Price sheet
- c. Product sheet
- d. Overring worksheet

……

G.2 Demonstrate the ability to write sales slips and receipts.

Measures:

a. Given 10 sets of items and their prices, write a sales slip for each set neatly, legibly and with 100% accuracy in entries and calculations; and

b. Given 10 figures, write a cash receipt to your trainer for each figure neatly, legibly and with 100% accuracy.

OJT:

c. Write sales slips and/or cash receipts and file them according to the store's procedure to your supervisor's satisfaction.

Tool/Doc:

a. Sales slips

b. Cash receipts

c. Supervisor's documentation of success in task

……

G.3 Fill out credit card slips for purchases.

Measures:

a. Given 10 sets of sales, write credit card slips for each sale neatly, legibly and with 100% accuracy;

b. Given 5 credit card facsimiles for each major credit card, locate the numbers in the credit still valid. Make a list of the numbers which are not in the book, and note the page and column number next to the ones that you do find neatly and with 100% accuracy; and

c. Given 3 major credit cards and their numbers, follow their procedure to make a phone call to see if the number is still valid to the trainer's satisfaction.

Tool/Doc:

a. Credit card slips

b. Credit card worksheet

c. Trainer's appraisal

……

G.4 Demonstrate the ability to accept purchases and make the proper change.

Measures:

a. Given a diagram of a cash drawer, write the proper denomination of bill and coin in the areas of the drawer neatly and with 100% accuracy;

b. Given 5 sets of bills (or their facsimiles) in five denominations and 20 coins in five denominations, correctly count each set with 100% accuracy;

c. Given 20 prices and 20 amounts, count the correct amount for each set with 100% accuracy and within a reasonable length of time;

d. Given 20 figures for change, count the correct amount with 100% accuracy and within a reasonable length of time; and

e. Given 20 sets of bills and coins with prices, identify which sets are over or under, and list that amount neatly, legibly and with 100 % accuracy.

Tool/Doc: a. Diagram
b. Counting cash worksheet
c. Trainer's documentation
d. Trainer' documentation

……

G.5 Demonstrate the ability to accept checks for payment of purchases.

Measures:
a. Given 10 checks, identify those that have been properly endorsed with 100% accuracy;
b. State the standard procedure for check approval with 100 % accuracy; and
c. Enter 10 checks in payment for ten sets of purchases on electro-mechanical and electronic cash registers.

Tool/Doc: a. Check worksheet
b. Written statement or trainer's documentation
c. Trainer's documentation on register tape

……

G.6 Demonstrate the ability to accept coupons for credit towards purchases.

Measures:
a. Given 10 sets of coupons and 10 figures, use the cash register to deduct the correct amounts for each set with 100% accuracy.

Tool/Doc: a. Trainer's documentation

……

H MAKING DEPOSITS

H.1 Demonstrate the ability to balance a cash drawer.

Measures:
a. Given 5 cash drawers, 5 sets of receipts and 5 opening amounts of cash, balance each drawer with 100% accuracy filling out a balance form neatly, legibly and with 100% accuracy.

Tool/Doc: a. Balance forms

……

H.2 Demonstrate the ability to prepare for bank deposits.

Measures:
a. Given 3 cash drawers, bundle the bills and wrap the coins neatly for each with 100% accuracy; and
b. Given the necessary information, complete 5 deposit slips neatly, legibly and with 100% accuracy.

Tool/Doc: a. Trainer's documentation

b. Deposit slips

……

I SELLING SKILLS

I.1 Demonstrate an understanding of the characteristics of good salesmanship.

Measures: a. Select statements that describe characteristics of good salespeople with 100% accuracy.

Tool/Doc: a. Characteristics worksheet

……

I.2 Demonstrate an understanding of sales.

Measures: a. List the basic steps involved in making and closing sales neatly, legibly and with 100% accuracy.

Tool/Doc: a. Sales worksheet

……

I.3 Demonstrate the ability to listen attentively and recall what has been said.

Measures: a. In mock situations, listen to 5 customers make simple requests and paraphrase their requests clearly, using good English and with 100% accuracy; and

b. In mock situations, listen to 5 complex requests and ask clarifying questions until you can paraphrase their request clearly, using good English skills and with 100% accuracy.

Tool/Doc: a. Trainer's appraisal

b. Trainer's appraisal

……

I.4 Demonstrate the ability to use the benefit-features approach to sales.

Measures: a. Given 5 different products, write down at least two benefits and two features of each product with 100% accuracy;

b. In 5 mock situations, describe your product in terms of its benefits to the customer to receive an average rating of 3 or better from the trainer on scales for listening attentively, asking clarifying questions, paraphrasing, describing benefits, and using good speaking skills, sincerity and enthusiasm:

1 = unsatisfactory
2 = needs some improvement
3 = OK
4 = Good job!
5 = Looks like a sale!

c. **In 5 mock situations, answer questions about the products features with 100% accuracy to receive an average rating of 3 or better from the trainer on scales for listening attentively, asking clarifying questions, describing the features, using good speaking skills, good English, sincerity and enthusiasm:**

1 = unsatisfactory
2 = needs some improvement
3 = OK
4 = Good job!
5 = Excellent!

Tool/Doc: a. Trainer's rating on scales

……………………………

I.5 Demonstrate the ability to close sales.

Measures: a. In 5 mock situations, close the sale with the customer to receive an average rating of 3 or better on a scale of 1-5 from the trainer on scales for using good English, speaking clearly, sincerity and closing:

1 = unsatisfactory
2 = needs some improvement
3 = OK
4 = Good job!
5 = Sounds like a sale!

Display 122.

BENCHMARK NUMBER	ELEMENT	BENCHMARK	BOOKKEEPING	ACCOUNTING	TRAINING STANDARDS
1	BOOKKEEPING AND ACCOUNTING TERMS	Given 50 words that are commonly used in the bookkeeping and accounting field, the participant will be able to define 40 out of the 50 words correctly.	X	X	C
2	RECEIPTS FOR CHECK AND CASH SALES	Given ten sales transactions and blank receipt forms, the participant will prepare receipts for all sales transactions without error.	X	X	3c
	RECORDING ACCOUNTING ENTIRES IN JOURNAL AND LEDGER				
3	CORRECT ERRORS	Given a journal, ledger and a trial balance sheet with ten errors, the participant will locate and correct all errors, and balance the two totals on the trial balance sheet.	X	X	3c
4	RECORDING ENTRY PERTAINING TO PAYROLL	Given a completed payroll register and a combination journal and general ledger, the participant will make the necessary accounting entries including all withholding with 100% accuracy.	X	X	3c
5	RECORD ENTRY FOR SELLING MERCHANDISE ON ACCOUNTS	Given 25 completed sales slips, sale journal and a general ledger, the participant will record all accounting entries without error.	X	X	3c
6	POSTING FROM CASH JOURNALS	Given a cash journal and necessary ledgers, the participant will post all entries in the ledger without error.	X	X	3c
7	POST TO LEDGER ACCOUNT FROM JOURNAL	Given a general journal and a general ledger, the participant will post column totals to the ledger. Ledger must balance after posting.	X	X	3c
8	RECORDING ENTRY IN COMBINATION JOURNAL	Given 20 business transactions and a combination journal, the participant will record the business transactions in the journal so that 15 out of 20 transactions are recorded without error.	X	X	3c
9	RECORDING CASH	Given a guide, source documents of necessary journals and ledgers, the participant will record all entries in a chronological sequence with 100% accuracy.	X	X	3c
10	RECORDING ENTRY PERTAINING TO CASH RECEIPTS	Given source documents and necessary journal and ledgers, the participant will record all entries required for accounting of cash receipts. At least 90% of all required entries must be made correctly.	X	X	3c
11	RECORDING ENTRY FOR BUYING MERCHANDISE ON ACCOUNT	Given the source documents of ten business transactions for purchase on account or sales on account, the participant must be able to select the proper accounts and post to subsidary ledger with 90% accuracy.	X	X	3c
12	RECORDING ENTRY	Given a schedule of rates payable, rates date and interest payments, and necessary journal and ledgers, the participant will compute and record expense account with 100% accuracy.	X	X	3c
13	RECORDING ENTRY PERTAINING TO SALES TAX	Given a summary of daily sales tax for one month, blank sales tax return, necessary journal and ledgers, the participant will computer the sales tax liability and prepare the sales tax return with 100% accuracy.	X	X	3c

BENCHMARK NUMBER	ELEMENT	BENCHMARK	TRAINING STANDARDS
	CARE OF COOKING AREAS & EQUIPMENT		
1	Cooking Areas	Given supplies and equipment, the participant will clean the cooking area thoroughly so that it would pass a Department of Health Inspection.	3c
2	Equipment	Provided supplies and equipment, the participant will clean kitchen equipment to the evaluator's satisfaction.	3c
3	Inspection of Food Service Area	Given a food service area where violations of sanitation laws exist, and the necessary forms, the participant will inspect the area and rate all violations. All violations rated by evaluator must be recognized.	3c
	INSPECTION/CARE & STORAGE OF FOOD		
4	Inspect/Receiving	Provided a shipment of food, the participant will inspect the food shipment for quality and freshness to the satisfaction of the evaluator, and in addition, in-checked shipment against vouchers for quantity and take corrective actions if shipment is in error.	3c
5	Storage	Provided 5 food items to be stored, the participant will store the items according to rules of the state health department, and insuring that the food is stored to retain high quality.	3c
6	Inventory	Provided the necessary materials, 5 food items, the participant will prepare an inventory card for the five food items correctly.	3c
	MENU PLANNING		
7	Plan Menu	Provided instructions, a list of food items and forms, the participant will plan and write two menus to the evaluator's satisfaction.	3c
8	Utilize Leftovers	Given leftover food items and instructions the participant will plan two menus to the satisfaction of the evaluator. All items on the evaluator's checklist must receive a satisfactory.	3c
9	Plan Cooking Schedule	Provided a menu, recipes and instructions the participant will plan a cooking schedule for all foods to be cooked correctly.	3c
	PREPARING FOOD FOR COOKING		
10	Trim/Cut/Shred	Provided food items and equipment, the participant will trim, cut or shred the food items to the evaluator's satisfaction.	3c
11	Dehydrated/ Concentrated Food	Given equipment and a recipe, the participant will prepare dehydrated and/or concentrated foods for cooking to the evaluator's satisfaction.	3c
12	Meat/Fish/Fowl	Provided a recipe, equipment, supplies and food items, the participant will prepare meat, seafood and/or fowl for cooking to the evaluator's satisfaction.	3c
13	Slicing Meat or Cold Cuts	Provided food items, equipment and instructions, the participant will slice meat or cold cuts by hand and/or slicer to the thickness designated by the evaluator.	3c
	COOKING		
14	Tea/Coffee	Provided instructions, equipment and a recipe, the participant will brew tea or coffee to the evaluator's satisfaction.	3c

Competency Groupings

Job skills training programs must be directly related to the needs and expectations of the labor market in terms of the kinds of occupations taught and the level of skill mastery/productivity assumed of graduates. The selection of occupations for training usually hinges on such factors as:

- demand/growth potential
- present openings
- future job projections
- hiring requirements
- degree of difficulty concerning acquisition of competencies
- ability to prepare for entry level positions
- accessibility of employment opportunities.

Progress in learning job specific skills is expressed in terms of either generic capabilities, occupational cluster proficiencies, or capacities related to particular types of work at entry, intermediate, or advanced levels. Training in occupational clusters encompasses teaching a fairly standardized set of competencies which are generally applicable to a wide range of work settings. Training for specific occupations or individual jobs entails preparing participants in an in-depth fashion that is better suited to more specialized labor market situations.

It is impossible to develop a single set of competencies which applies to all occupations. It is more typical to formulate a set of competencies pertaining to a specific occupation, such as welder. If this approach is adopted, many sets of competencies will be required to meet the needs of employers and young people for the many different kinds of work.

A second approach is to develop a more general set of competencies that fits a cluster of related occupations such as metals. In this case, there are fewer sets of competencies, but the competencies do not fit any single occupation perfectly.

A third approach is to formulate a set of generically useful occupational skills, including competencies suitable across the board. The benefit is having to develop only one set of competencies; the problem is that these skills will not match any occupation closely, nor are they likely to fit separate occupational clusters, either.

Each local area has a choice of approaches. Northwest Regional Educational Laboratory has put together a sample set of competencies for each of these three approaches to help facilitate decision making. They are presented in Display 123 on the following page.

Display 123.

Occupation Specific Competencies — Welder

The participant will demonstrate:

1. Knowledge of metals
   - Properties of metal
   - Structural shapes of metals

2. Oxyacetylene welding skills
   - Safety rules and terminology
   - Equipment use and care
   - Cutting with oxyacetylene equipment, straight lines, circles and curves, bevels
   - Piercing techniques
   - Cutting round stock and pipe
   - Puddling in flat position
   - Beading with rod
   - Fillet welds
   - Butt joint welds
   - Flange joint welds
   - Lap joint welds
   - Corner joint welds
   - Bronze welding
   - Cast iron welding
   - Silver brazing
   - Soft soldering
   - Welding aluminum, stainless steel, magnesium and white metal

3. Metal arc welding
   - Safety rules and terminology
   - Equipment use and care
   - Continuous bead welds
   - Wash bead welds
   - Fillet weld
   - Square and vee butt joint welds
   - Outside corner welds

Occupational Cluster Competencies — Metals Cluster

Participants will demonstrate:

1. Knowledge of the scope and distribution of various occupations in the metals industry in the local area
   - o Cite local businesses that hire people with metal working skills
   - o Describe ten occupations in the metals industry
   - o Describe demand for metal workers in the local labor market
   - o Describe metal industry trade and professional organizations

2. Common sheet metal shop operations
   - o Use and care of equipment, including safety
   - o Sketch and make sheet metal layouts
   - o Shape, bend and fold sheet metal
   - o Join sheet metal by riveting, soldering, seaming and making lock joints

3. Common welding operations
   - o Use and care of equipment, including safety
   - o Cutting metals
   - o Joining metals by arc and oxyacetylene methods

4. Common machine shop operations
   - o Use and care of equipment, including safety
   - o Use and care of measurement instruments
   - o Machine round parts
   - o Machine flat parts
   - o Machine threads

5. Common foundry operations
   - o Use and care of equipment, including safety
   - o Ram and pour a sand casting

6. Use of a variety of basic metals references
   - o Charts and tables
   - o Technical information

Generally Useful Occupational Skills

Participants will demonstrate:

1. Numerical skills
    - Calculations and transactions involving money
    - Make and use graphs, charts and tables
    - Use measurement equivalents, ratios, proportions
    - Estimate numerical quantities
    - Compare numerical values
    - Calculate amounts needed to do practical jobs
    - Interpret statistical data
2. Communication skills
    - Explain, describe, demonstrate and give directions
    - Write legibly
    - Speak clearly
    - Write reports and summaries
    - Write letters, want ads and telegrams
    - Understand and follow written instructions, directions and information
    - Understand and follow spoken instructions, directions and information
    - Understand and use pictorial, graphic and symbolic information
    - Interact verbally with others
3. Manual-perceptual skills
    - Use common tools and equipment
    - Make and assemble useful objects
    - Adjust, repair and maintain common tools and equipment
    - Read displays and scales
    - Make visual representations
4. Information-processing and decision-making skills
    - Remember specifics, procedures and principles that are basic to continued learning and that are frequently used
    - Apply concepts, principles and procedures in circumstances different from those in which they were learned
    - Analyze information and define problems
    - Collect and organize data
    - Develop and evaluate alternatives
    - Choose from among alternatives in terms of consistent criteria
    - Devise plans, new ideas and better ways of doing things
    - Implement plans and modify based on feedback

Because the specific skills required for some jobs are quite complex and extensive, program operators might opt to train participants for a sequence of jobs, ranging from less skilled to more skilled, rather than cover the total set of competencies. For example, a portion of the skills listed for a building maintenance "worker" program might be taught to some young people, who might then fill building maintenance "helper" job openings. Job specific skills programs can be modified for special needs youth by:

- adjusting instructional methods and the speed at which new material is introduced
- providing an opportunity for additional practice under close supervision
- using more step by step explanations and demonstrations, and
- furnishing more frequent and focused performance feedback.

The dilemma for SDAs is to strike a balance between conducting customized job skills training to meet the specifications of individual employers or occupational settings, and teaching more transferable skills.

Transferable or generic skills are those job capabilities actively used in work performance across occupational clusters and particular jobs. They address the communality of different types of work and provide those junctures where different occupations — e.g., cab driver, carpenter, secretary, taxidermist — are alike in skill usage. Generic Skills: Keys to Job Performance is a project conducted by the Advanced Development Division of the Occupational and Career Analysis and Development Branch, Canada Employment and Immigration Commission. Some of the findings of this project are presented in Display 124, on the following page. It is interesting to note the close crossover of basic education and job specific skills in the generic categories of communication, mathematics, science, and reasoning.

The consensus among SDAs is that job specific skills are best taught through activities and components with cognitive, affective, and psychomotor emphases. In this way, young people get to know, feel, experience, and show what they can do. Rock Island used to operate an advanced clerical segment which integrated basic education, work maturity, and job specific skills. This strategy is delineated in Display 125. (See Display 125.)

GENERIC COMMUNICATION SKILLS

The chart on the facing page summarizes the communication requirements for 10 occupational families and for 28 supervisory occupations. The colour code indicates the ratio of occupations in which the skill is used by the workers (e.g., one out of eight clerical occupations needing the skill of preparing technical reports is indicated by a yellow code).

Reading at work includes business forms, notes, letters, memos, charts, tables, technical and reference books. Workers are expected to read for facts and be able to decide how what they have read relates to their job. Good literature and poetry comprehension skills are not a common occupational requirement. Issues such as the writer's tone, style, mood, imagery, metric patterns and the other skills normally associated with evaluative comprehension are rarely required in these types of jobs.

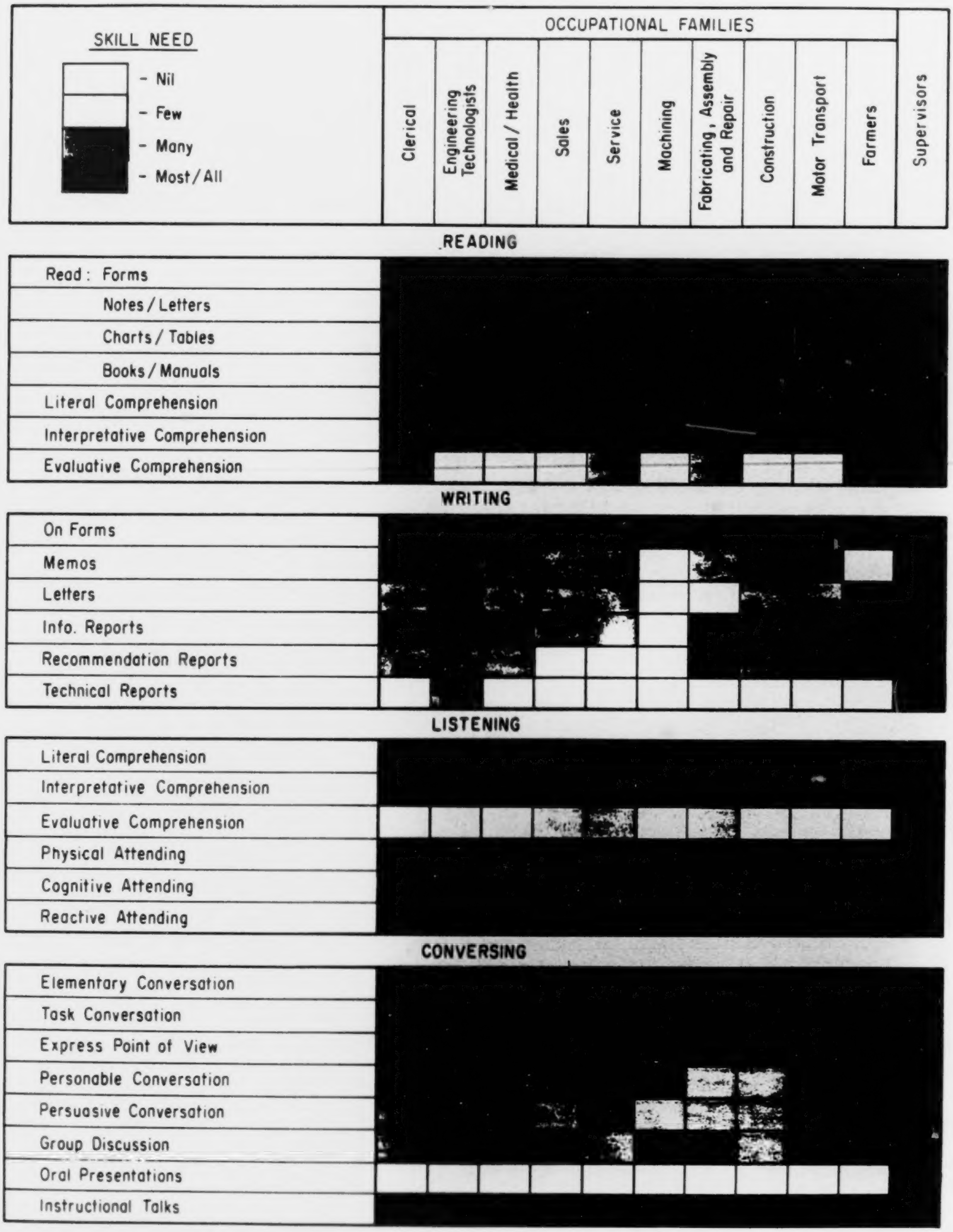
Writing at work is characterized by the completion of business forms and terse factual memos, letters or reports. Employers rarely want or allow workers to use the skills of creative essay type writings.

Good and effective listening behaviours are a pervasive work requirement. In a vast number of occupations oral communication is the normal mode and workers are expected to listen attentively; to remember and act upon oral conversations; and to display verbal and non-verbal attending behaviours. Attending behaviours include appropriate use of eye contact; gestures; paraphrasing to confirm understanding; distinguishing between fact and opinion; and checking assumptions by asking closed questions.

The abilities to carry out task-oriented conversation; to express one's own point of view; to seek information by asking what, when, how, where and why questions; to pass on task directions and to communicate effectively in group discussions are common requirements at work. Most workers are required to instruct fellow workers by "telling" and "showing" them how to carry out work tasks. However, oratorical skills are usually not rewarded in the work area.

The ability to communicate effectively is probably one of the most significant reasons why some workers are selected and promoted to supervisory status.

GENERIC COMMUNICATIONS



SKILL NEED
- □ - Nil
- □ - Few
- ■ - Many
- ■ - Most/All

SKILL NEED	OCCUPATIONAL FAMILIES										
	Clerical	Engineering Technologists	Medical / Health	Sales	Service	Machining	Fabricating, Assembly and Repair	Construction	Motor Transport	Farmers	Supervisors
READING											
Read: Forms	■	■	■	■	■	■	■	■	■	■	■
Notes / Letters	■	■	■	■	■	■	■	■	■	■	■
Charts / Tables	■	■	■	■	■	■	■	■	■	■	■
Books / Manuals	■	■	■	■	■	■	■	■	■	■	■
Literal Comprehension	■	■	■	■	■	■	■	■	■	■	■
Interpretative Comprehension	■	■	■	■	■	■	■	■	■	■	■
Evaluative Comprehension	■	□	□	□	■	□	■	□	□	■	■
WRITING											
On Forms	■	■	■	■	■	■	■	■	■	■	■
Memos	■	■	■	■	■	□	■	■	■	□	■
Letters	■	■	■	■	■	□	□	■	■	■	■
Info. Reports	■	■	■	■	□	□	■	■	■	■	■
Recommendation Reports	■	■	■	□	□	□	■	■	■	■	■
Technical Reports	□	■	□	□	□	□	□	□	□	□	■
LISTENING											
Literal Comprehension	■	■	■	■	■	■	■	■	■	■	■
Interpretative Comprehension	■	■	■	■	■	■	■	■	■	■	■
Evaluative Comprehension	□	□	□	□	□	□	□	□	□	□	■
Physical Attending	■	■	■	■	■	■	■	■	■	■	■
Cognitive Attending	■	■	■	■	■	■	■	■	■	■	■
Reactive Attending	■	■	■	■	■	■	■	■	■	■	■
CONVERSING											
Elementary Conversation	■	■	■	■	■	■	■	■	■	■	■
Task Conversation	■	■	■	■	■	■	■	■	■	■	■
Express Point of View	■	■	■	■	■	■	■	■	■	■	■
Personable Conversation	■	■	■	■	■	■	□	□	■	■	■
Persuasive Conversation	■	■	■	■	■	□	□	□	■	■	■
Group Discussion	■	■	■	■	□	■	■	□	■	■	■
Oral Presentations	□	□	□	□	□	□	□	□	□	□	■
Instructional Talks	■	■	■	■	■	■	■	■	■	■	■

GENERIC MATHEMATICS SKILLS

The chart on the facing page summarizes the mathematics requirements for 10 occupational families and for 28 supervisory occupations. The colour code indicates the ratio of occupations in which the skill is used by the workers (e.g., two out of eight clerical occupations needing the skills of ratio and proportion is indicated by a yellow code).

Elementary arithmetic computational and measurement skills are common everyday requirements for most workers. Most of the computations are directly related to measurements which the workers have made or to measurement data being processed and are characterized by the use of repetitive operations. Workers are expected to verify the accuracy of their measurements and their calculations. Charts, tables and common formulas are frequently supplied by the employers. Increasingly, employers are providing aids such as calculators to promote productivity. Employers are not particularly interested in the language of mathematics (workers may add fractions but are not required to know the meaning of words such as numerator and denominator); in number sets; nor in many of the other concepts introduced in "new math". Mathematics at work is always measurement-related, and problems such as adding $1/5 + 2/3 + 3/8$ do not exist. The denominators relate to measurements, such as quarters, eighths, sixteenths or thousandths and five-thousandths.

Many workers are involved with geometric figures, mensuration and drawings or sketches. Although a number have to be able to read graphs such as bar, circle and line, few ever draw graphs. Euclidean, vector and analytic geometry are rarely if ever needed.

Although the technologists require some elementary algebraic and trigonometric abilities, these skills are rarely required by most other workers. Algebra, when needed, is usually at the one variable level and the formula is generally provided to the workers. Rarely are workers required to write "open algebraic sentences"; the formula is usually provided in the form where the unknown to be determined is on the left of the equals sign and the workers only have to insert the measurement figures and carry out a simple arithmetic operation. Tables are generally provided in lieu of allowing the workers to carry out esoteric mathematics operations. For example, they "look up" the structural strength of a beam rather than determine its strength by structural calculations.

Metric data are not shown on the chart because the data base is continually changing through government regulations and industry useage. Possibly the requirements for fractions will decrease correspondingly to the use of the metric system.

Mathematical competencies are not generally greater requirements in the foremen/supervisory positions and are probably NOT a significant reason why some workers are selected and promoted to supervisory status.

GENERIC MATHEMATICS

SKILL NEED

□ - Nil
░ - Few
▨ - Many
■ - Most/All

	OCCUPATIONAL FAMILIES										
	Clerical	Engineering Technologists	Medical / Health	Sales	Service	Machining	Fabricating, Assembly and Repair	Construction	Motor Transport	Farmers	Supervisors
ARITHMETIC											
Whole Numbers	■	■	■	■	■	■	■	■	■	■	■
Fractions	■	■	■	■	▨	■	■	■	▨	■	■
Decimals	■	■	▨	▨	▨	▨	■	▨	▨	■	■
Percent	■	■	▨	▨	▨	▨	■	▨	▨	■	■
Ratio/Proportion	░	■	▨	▨	▨	▨	■	▨	░	■	■
Mixed Operations	■	■	▨	■	▨	■	■	▨	▨	■	■
Measure: Time	■	■	■	░	■	■	■	■	■	■	■
Weight	▨	■	■	▨	▨	░	■	▨	■	■	■
Distance	□	■	■	▨	▨	■	■	■	■	■	■
Capacity	□	■	■	░	▨	░	▨	■	▨	■	■
GEOMETRIC FIGURES											
Calculate: Perimeter	□	■	□	■	▨	■	▨	▨	■	■	■
Area	□	■	□	■	▨	■	▨	■	▨	■	■
Volume	□	■	□	▨	▨	■	▨	▨	■	■	■
Draw/Sketch	□	■	□	□	▨	■	■	▨	▨	■	■
Read: Scale Drawings	□	■	□	▨	□	■	■	▨	▨	■	■
Assembly Drawings	□	■	□	□	□	■	■	▨	▨	■	■
Schematic Drawings	□	■	□	□	□	□	■	□	□	■	■
Graphs	□	■	▨	▨	□	□	□	□	□	□	■
Draw: Graphs	□	■	▨	□	□	□	□	□	□	□	■
Scale Drawings	□	■	□	□	□	□	□	□	□	□	■
INTERMEDIATE MATHEMATICS											
Solve Given Formulae	□	■	▨	□	□	■	■	■	□	■	■
1 Variable Algebra	□	■	□	□	□	□	□	□	□	□	□
Algebra Powers/Roots	□	■	□	□	□	□	□	□	□	□	□
2 Variable Algebra	□	■	□	□	□	□	□	□	□	□	□
Quadratics	□	▨	□	□	□	□	□	□	□	□	□
Logarithms	□	■	□	□	□	□	□	□	□	□	□
Trigonometry	□	■	□	□	□	□	□	□	□	□	□

GENERIC SCIENCE SKILLS

The chart on the facing page summarizes the science requirements for 10 occupational families and for 28 supervisory occupations. The colour code indicates the ratio of occupations in which the skill topic is used by the workers (e.g., seven out of eight construction trades needing some of the skills of force, work, energy and power is indicated by a red code).

This chart is different from the mathematics, communications and reasoning charts because it represents a far larger set of behaviours. The topic of electricity, for example, represents a generalization of data from 42 separate questions. The chart actually represents the number of occupations requiring some of the skills within the topic. Farmers, for example, only need 7 of the 42 electricity topic bahaviours. It follows, therefore, that the requirements for science are even less than indicated by the colour codes.

Science skills are by far the most occupationally variable of all generic skills thus far examined. Some workers need extensive skills in certain science topics — others need only a basic understanding of a few terms in these topics.

The need for physics topics are most heavily concentrated in the craft trades, technologists and farmers.

Biology requirements are heavily concentrated in two families. Medical/health occupations need the topics of cells and man. Farmers need the topics of animals, plants and heredity and have a few needs in humans and cells.

With the exception of the Medical Laboratory Technician and the technologists none of the occupations sampled need more than a very basic level of chemistry knowledge. Even the workers in the above occupations only need a small percentage of the 203 separate skills examined in the chemistry topic.

Workers in all occupations need the ability to solve problems using a scientific method. They are required to identify problems, to collect data about the problems, to propose methods to solve or resolve the problems and to test proposed methods. It is obvious that these needs are not being met by the superficial treatment of only listing or defining the steps of the scientific method or of defining words like hypothesis.

In only three cases are supervisory science skills significantly higher than the occupation being supervised. In most cases the requirements are about the same or less. Science skill and knowledge is probably NOT a significant reason why some workers are selected and promoted to supervisory status.

GENERIC SCIENCE

SKILL NEED

- ☐ - Nil
- ░ - Few
- ▨ - Many
- ■ - Most/All

	OCCUPATIONAL FAMILIES										
	Clerical	Science/Engineering Technologists *	Medical/Health	Sales	Service	Machining	Fabricating, Assembly and Repair	Construction	Motor Transport	Farmers	Supervisors
PHYSICS TOPICS											
Force --- Power		■				▨	■	■		■	░
Machines		▨				▨	■	■		■	▨
Electricity		▨		▨			■	▨		■	▨
Magnets		▨					■			■	▨
Motion							▨			■	
Vibratory Motion							▨				
Electronics		▨									
Static Electricity		▨					■				
Light		■	▨		▨				■		░
Compasses											
Universe											
BIOLOGY TOPICS											
Man			■							■	
Cells			■							■	
Animals										■	
Plants										■	
Heredity										■	
CHEMISTRY TOPICS											
Matter		▨	░	░			■	■		■	░
Heat		░					■	░		■	░
Density / Buoyancy		■	░				■			■	░
Water / Solutions			░		░						
Gases		▨	▨				■				
Acids / Bases		▨	■								
Reactions			▨								
Adv. Chemistry											
Atomic Theory							░				
Use Lab. Equipment											
GENERAL											
Set / Test Hypotheses	■	■	■	■	■	■	■	■	■	■	■

* Data from another survey of technologist occupations carried out by the Province of Ontario are included.

GENERIC REASONING SKILLS

The chart on the facing page summarizes the reasoning skills for 10 occupational families and for 28 supervisory occupations. The colour code indicates the ratio of occupations in which the skill is used by the workers (e.g., three out of five sales occupations needing the skill of estimating costs is indicated by an orange code).

Reasoning or "Thinking on the Job" seems to be a set of behaviours which pervades all occupations and probably includes many more skills than have thus far been identified. No attempt has yet been made within these studies to identify occupational requirements for concepts such as inductive/deductive reasoning; for synthesizing; for evaluating or for convergent and divergent thinking.

The ability to estimate measurements and costs are certainly significant requirements. All occupations use at least some of the estimating skills.

It is interesting that more workers are involved in sorting objects than in sorting data. This sorting involves, in many cases, the use of judgements or evaluative opinions, as is the case in sorting lumber by grades. Ranking and rating behaviours, although not shown on the chart, also appear to be extensively required. Over half of the occupations are involved in developing classification systems for reasons such as filing and warehousing.

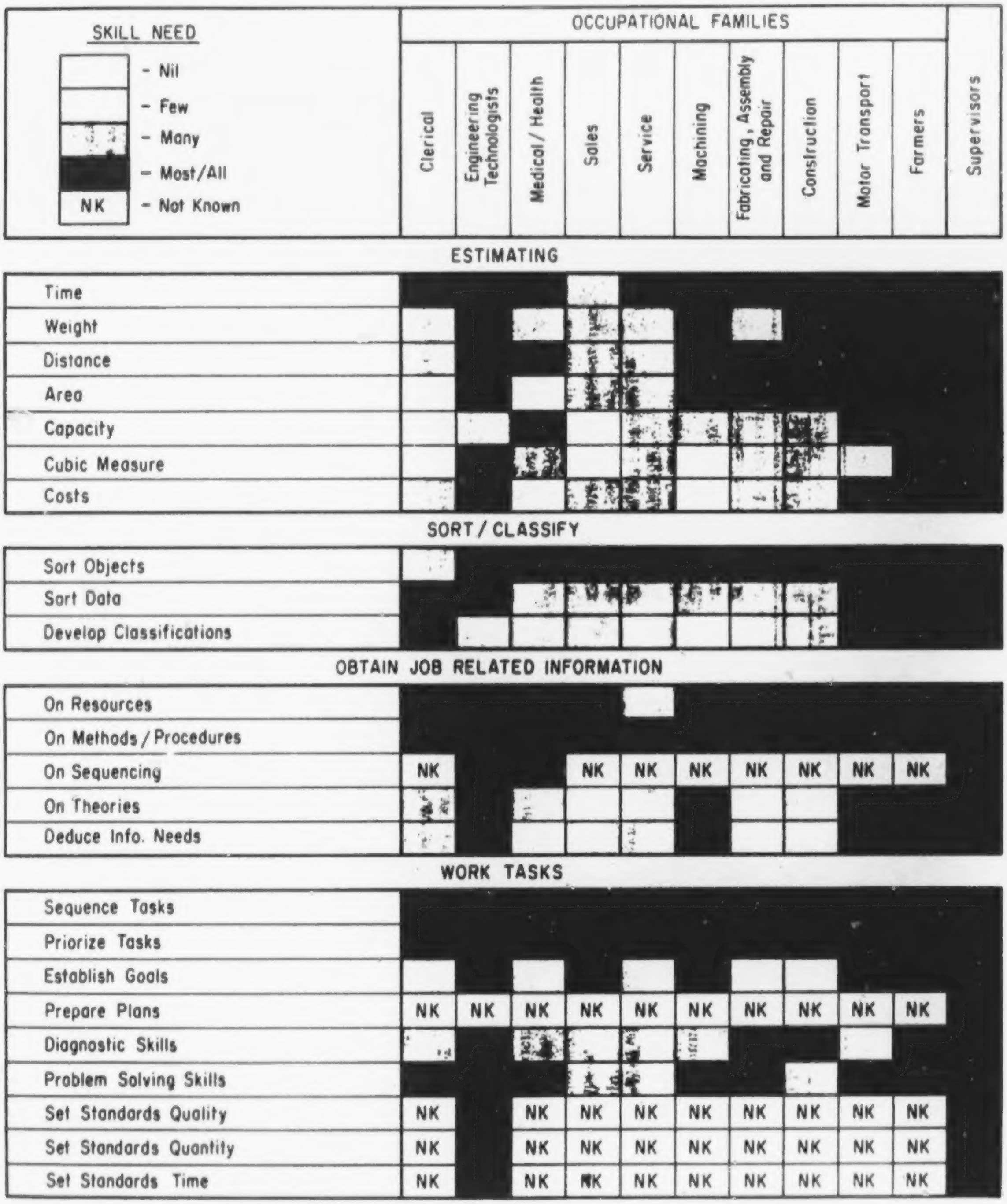
All workers are required to find out job-related information, usually by looking it up in a reference or by asking fellow workers. The earlier survey instrument did not include a question on obtaining sequencing information, as indicated by NK (not known), but it is considered probable that high responses would have been obtained had the question been asked.

The various types of skills generalized under the heading "Work Tasks" also indicate significant needs.

It can be argued, and has been, that those reasoning competencies are developed through the subject disciplines. Mathematics teachers have rationalized that the ability to think through computational problems, algebraic processes, and analytical geometry contribute to reasoning skills. Many science teachers believe that learning science and the scientific method help develop these skills. And, of course, reading teachers often argue that the abilities of analyzing sentences and developing an understanding of the underlying intent of authors and poets are helpful. Probably they are right. Yet work problems are unlike mathematics: there may be many correct answers, and absolute criteria to test the resulting answer is not usually available; they are unlike science experiments because decisions must often be made without all data being available; and they are unlike evaluative reading skills because workers are expected to follow orders rather than to judge the underlying reason behind the instructions. Perhaps reasoning skills might be more effectively learned as a separate subject or discipline!

Supervisors responded very heavily to all these reasoning behaviours. It is considered that workers who display clear logical thinking abilities are likely to be selected and promoted to supervisory status.

GENERIC REASONING



SKILL NEED

□ - Nil
□ - Few
▨ - Many
■ - Most/All
NK - Not Known

	OCCUPATIONAL FAMILIES										
	Clerical	Engineering Technologists	Medical / Health	Sales	Service	Machining	Fabricating, Assembly and Repair	Construction	Motor Transport	Farmers	Supervisors
ESTIMATING											
Time	■	■	■	▨	■	■	■	■	■	■	■
Weight	□	■	□	▨	□	■	□	■	■	■	■
Distance	□	■	■	▨	□	■	■	■	■	■	■
Area	□	■	□	▨	▨	■	■	■	■	■	■
Capacity	□	□	■	□	▨	▨	▨	▨	■	■	■
Cubic Measure	□	■	▨	□	▨	□	▨	▨	□	■	■
Costs	□	■	□	▨	▨	□	□	□	■	■	■
SORT / CLASSIFY											
Sort Objects	□	■	■	■	■	■	■	■	■	■	■
Sort Data	■	■	▨	▨	▨	▨	▨	▨	■	■	■
Develop Classifications	■	□	□	□	□	□	□	▨	■	■	■
OBTAIN JOB RELATED INFORMATION											
On Resources	■	■	■	■	□	■	■	■	■	■	■
On Methods / Procedures	■	■	■	■	■	■	■	■	■	■	■
On Sequencing	NK	■	■	NK	NK	NK	NK	NK	NK	NK	■
On Theories	▨	■	□	□	□	■	□	□	■	■	■
Deduce Info. Needs	□	■	□	□	□	■	□	□	■	■	■
WORK TASKS											
Sequence Tasks	■	■	■	■	■	■	■	■	■	■	■
Priorize Tasks	■	■	■	■	■	■	■	■	■	■	■
Establish Goals	□	■	□	■	□	■	□	□	■	■	■
Prepare Plans	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	■
Diagnostic Skills	□	■	▨	□	□	□	■	■	□	■	■
Problem Solving Skills	■	■	■	▨	□	■	■	□	■	■	■
Set Standards Quality	NK	■	NK	NK	NK	NK	NK	NK	NK	NK	■
Set Standards Quantity	NK	■	NK	NK	NK	NK	NK	NK	NK	NK	■
Set Standards Time	NK	■	NK	NK	NK	NK	NK	NK	NK	NK	■

CORE CLUSTERS

The core cluster for the non-supervisory occupations was derived by examining the percentage of occupations which require each skill. As a matter of judgement it was decided that all skills used by 75% or more of the occupations surveyed would be deemed to be a core requirement. The core skills thus identified are shown below.

SKILL AREAS

MATHEMATICS

1. Read, write, and count whole numbers.
2. Add and subtract whole numbers.
3. Multiply and divide whole numbers.
4. Solve word problems with whole numbers.
5. Round off whole numbers.
6. Read and write fractions.
7. Add and subtract fractions.
8. Multiply and divide fractions.
9. Solve word problems with fractions.
10. Compute dollars and cents.
11. Read, write, and round off decimals.
12. Multiply and divide decimals.
13. Add and subtract decimals.
14. Solve word problems with decimals.
15. Read and write percents.
16. Compute percentage.
17. Determine equivalents.
18. Know order of operations.
19. Solve word problems (mixed operations).
20. Do quick calculations.
21. Compute averages.
22. Read graduated scales.
23. Perform operations with time.
24. Operate calculator.

COMMUNICATIONS

1. Know plurals.
2. Know prefixes and suffixes.
3. Contractions and abbreviations.
4. Use dictionary.
5. Synonyms, antonyms, and homonyms.
6. Meaning from context.
7. Use books.
8. Comprehend oral communication literally.
9. Interpret oral communication.
10. Pronouce words correctly.
11. Use good diction and word choice.
12. Speak fluently.
13. Organize ideas while speaking.
14. Ask the six-W questions.
15. Give directions or information.
16. Use the telephone.
17. Literal comprehension of reading.
18. Interpretive comprehension of reading.
19. Read forms.
20. Read notes, letters, memos.
21. Read charts and tables.
22. Read manuals.
23. Write phrases on forms.
24. Write sentences on forms.
25. Write sentences.
26. Write short notes.
27. Take notes.

INTERPERSONAL

1. Attend physically.
2. Attend cognitively.
3. React to others.
4. Elementary one-to-one conversation.
5. Task-focused conversation.
6. Express point of view.
7. Personable conversation.
8. Participate in group discussion.
9. Respond to information or directions.
10. Give instruction.
11. Demonstrate.
12. Monitor
13. Give directions.

REASONING

1. Obtain information about tasks, materials, and equipment.
2. Obtain information about methods and procedures.
3. Obtain information about sequence.
4. Obtain other job related information.
5. Recall theories or principles.
6. Sort objects.
7. Estimate time.
8. Estimate weight.
9. Estimate distance.
10. Sequence tasks.
11. Establish task priorities.
12. Set goals.
13. Determine activities to reach goals.
14. Decide about alternatives.
15. Set criteria.
16. Set priorities.
17. Analyse situation.
18. Make deductions.
19. See cause and effect relationships.
20. Identify possible problems.
21. Set priorities in terms of diagnosis.
22. Explore possible methods.
23. Ask probing questions.
24. Use senses.
25. Determine relevant information for problem solving.
26. Arrive at alternative statements.
27. Select statement.
28. Determine alternative solutions.
29. Select alternative.
30. Update plans.

NON-CORE SKILLS

SKILL AREAS

MATHEMATICS

25. Compute ratios.
26. Compute proportions.
27. Compute rate.
28. Compute principal.
29. Measure weight.
30. Measure distance.
31. Measure capacity.
32. Know geometric forms and figures.
33. Computation on angles.
34. Draw/sketch geometric forms and figures.
35. Compute perimeters.
36. Compute areas.
37. Compute volumes.
38. Read graphs.
39. Read scale drawings.
40. Read assembly drawings.
41. Read schematic drawings.
42. Draw graphs.
43. Measure from scale drawings.
44. Draw to scale.
45. Solve algebraic formulas.

COMMUNICATIONS

28. Evaluative comprehension in listening.
29. Evaluative comprehension in reading.
30. Write paragraphs on forms.
31. Write paragraphs.
32. Write form letters.
33. Write single paragraph letters.
34. Write internal memos.
35. Write business letters.
36. Write information reports.
37. Write recommendation reports.
38. Write technical reports.

INTERPERSONAL

14. Attend covertly or unobtrusively.
15. Persuasive conversation.
16. Prepare group discussion.
17. Present information or directions to group.
18. Lead group discussion.
19. Maintain groups.
20. Prepare oral presentation.
21. Give factual information in oral presentation.
22. Get attention and response to oral presentation.
23. Give a conceptual oral presentation.
24. Give a persuasive oral presentation.
25. Get reaction to oral presentation.
26. Establish training program.
27. Evaluate instructional communication.
28. Demonstrate to others.
29. Give praise.
30. Give discipline.
31. Prepare evaluation reports.
32. Prepare for interview.
33. Ask closed questions in interview.
34. Ask open questions in interview.
35. Deal with confrontation situation.
36. Interview customers/clients.
37. Interview job applicants.
38. Negotiate.

REASONING

31. Sort data.
32. Rate objects.
33. Rank objects.
34. Develop classifications.
35. Estimate area.
36. Estimate capacity.
37. Estimate cubic measures.
38. Estimate costs.
39. Plan and coordinate activities and sequences.
40. Outline plans.
41. Identify resources.
42. Estimate resources.
43. Determine critical activities.
44. Make a detailed plan.
45. Make resource requisitions.
46. Monitor results.
47. Determine standards of quality.
48. Determine standards of quantity.
49. Determine standards of completion time.
50. Establish priorities of standards.
51. Exercise authority and responsibility.

GENERIC SKILL TRANSFERABILITY

The following charts display the communality of skill usage and the skill transferability potential.

The chart on the following page shows the occupational clusters which have approximately the same requirements in mathematics, communications, science and reasoning. It will be noted that eight of the 48 occupations have a skill profile which is not duplicated by any of the other occupations.

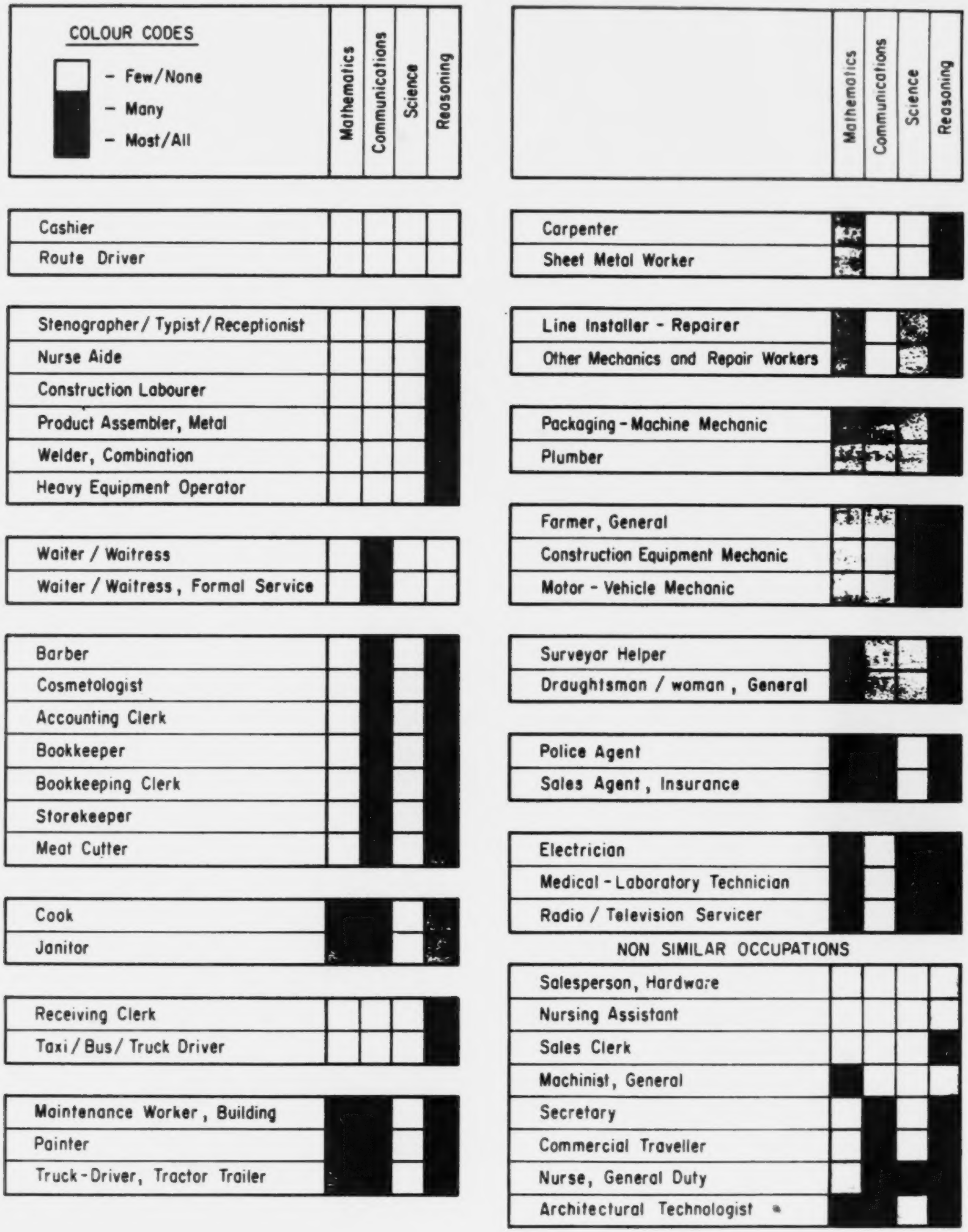
The large chart following on the next two pages indicates the skill transferability potential based on the skills which have been examined. The chart should be read from left to right and NOT top to bottom. For example, to examine the skill transfer potential of a Carpenter, locate this occupation on the vertical list and read across. It will be noted that Carpenters have high potential for transfer to 14 occupations, a medium potential for 17 occupations and a low potential for 16 occupations.

The chart was constructed by examining each occupational profile against all other profiles. If the profile exceeded or was the same as the other profile, the skill transferability is shown to be high by a red colour code. If the other occupations had a slightly higher skill profile, the transferability is shown to be medium by an orange code. If the other occupation had a significantly higher profile, the transfer is shown to be poor by a yellow code.

These charts are based on skills used by workers in these occupations. A particular worker may have more skills than needed in his/her occupation and therefore have higher transfer potential than indicated on the charts.

These charts are based only on the skills examined to date and do not account for the manipulative skills. Obviously, these skills also have to be considered for occupational transfer purposes. For example, although a Cashier is shown to have a high potential for transfer to a Route Driver, the skills of operating a vehicle would also have to be considered.

OCCUPATIONS WITH SIMILAR PROFILES OF SKILL NEEDS BEYOND THE CORE CLUSTERS



COLOUR CODES

- □ - Few/None
- ▨ - Many
- ■ - Most/All

	Mathematics	Communications	Science	Reasoning
Cashier	□	□	□	□
Route Driver	□	□	□	□
Stenographer / Typist / Receptionist	□	□	□	■
Nurse Aide	□	□	□	■
Construction Labourer	□	□	□	■
Product Assembler, Metal	□	□	□	■
Welder, Combination	□	□	□	■
Heavy Equipment Operator	□	□	□	■
Waiter / Waitress	□	■	□	□
Waiter / Waitress, Formal Service	□	■	□	□
Barber	□	■	□	■
Cosmetologist	□	■	□	■
Accounting Clerk	□	■	□	■
Bookkeeper	□	■	□	■
Bookkeeping Clerk	□	■	□	■
Storekeeper	□	■	□	■
Meat Cutter	□	■	□	■
Cook	■	■	□	■
Janitor	■	■	□	■
Receiving Clerk	□	□	□	■
Taxi / Bus / Truck Driver	□	□	□	■
Maintenance Worker, Building	■	■	□	■
Painter	■	■	□	■
Truck-Driver, Tractor Trailer	■	■	□	■

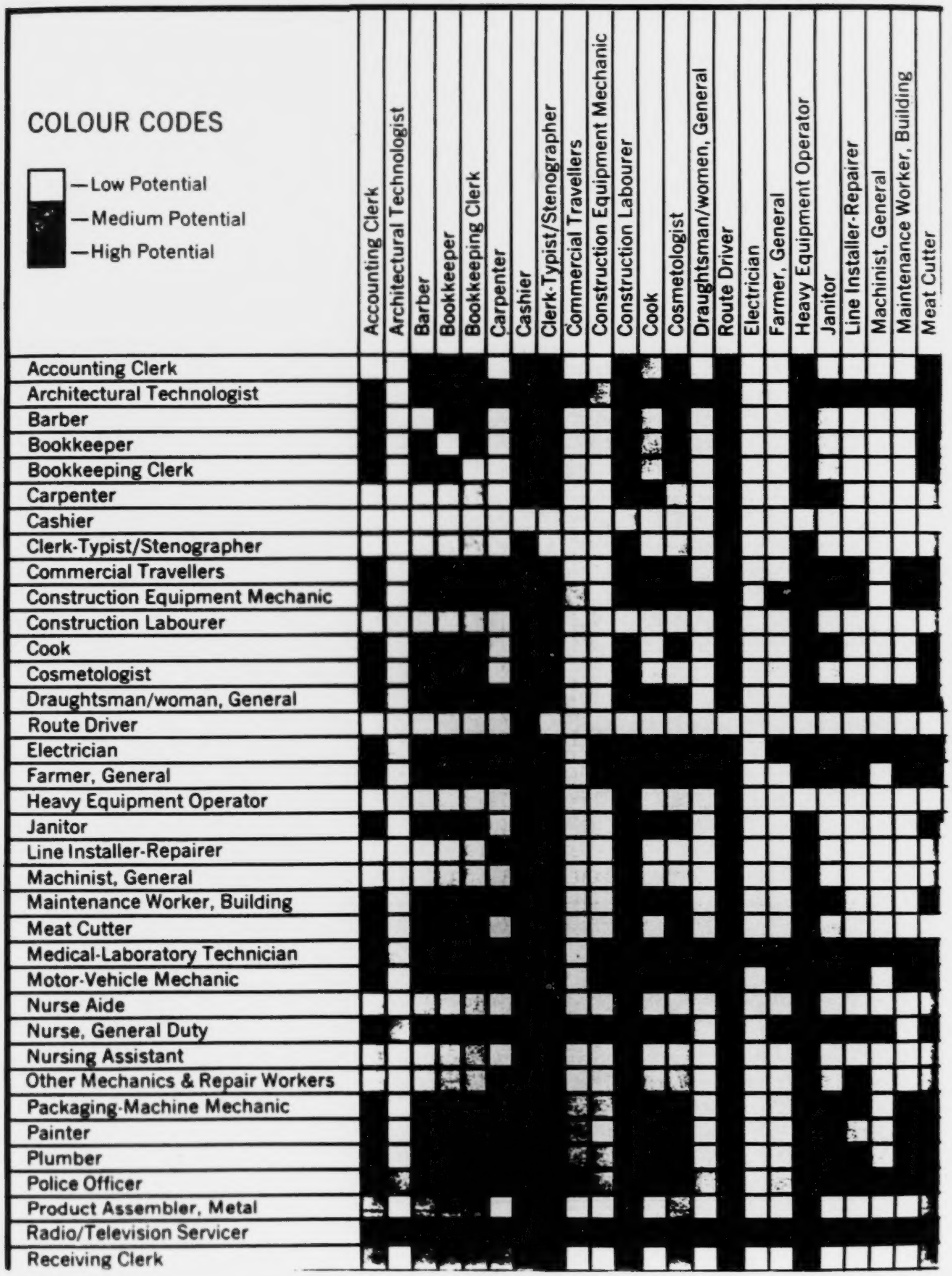
	Mathematics	Communications	Science	Reasoning
Carpenter	▨	□	□	■
Sheet Metal Worker	▨	□	□	■
Line Installer - Repairer	■	□	▨	■
Other Mechanics and Repair Workers	■	□	▨	■
Packaging - Machine Mechanic	■	■	▨	■
Plumber	▨	▨	▨	■
Farmer, General	▨	▨	■	■
Construction Equipment Mechanic	▨	□	■	■
Motor - Vehicle Mechanic	▨	□	■	■
Surveyor Helper	■	▨	▨	■
Draughtsman / woman, General	■	▨	▨	■
Police Agent	■	■	□	■
Sales Agent, Insurance	■	■	□	■
Electrician	■	□	■	■
Medical - Laboratory Technician	■	□	■	■
Radio / Television Servicer	■	□	■	■

NON SIMILAR OCCUPATIONS

	Mathematics	Communications	Science	Reasoning
Salesperson, Hardware	□	□	□	□
Nursing Assistant	□	□	□	□
Sales Clerk	□	□	□	■
Machinist, General	■	□	□	□
Secretary	□	■	□	■
Commercial Traveller	□	■	□	■
Nurse, General Duty	□	■	■	■
Architectural Technologist *	■	■	□	■

SKILL TRANSFERABILITY POTENTIAL

(READ FROM LEFT TO RIGHT – NOT TOP TO BOTTOM)



COLOUR CODES

☐ —Low Potential

▨ —Medium Potential

■ —High Potential

	Accounting Clerk	Architectural Technologist	Barber	Bookkeeper	Bookkeeping Clerk	Carpenter	Cashier	Clerk-Typist/Stenographer	Commercial Travellers	Construction Equipment Mechanic	Construction Labourer	Cook	Cosmetologist	Draughtsman/women, General	Route Driver	Electrician	Farmer, General	Heavy Equipment Operator	Janitor	Line Installer-Repairer	Machinist, General	Maintenance Worker, Building	Meat Cutter
Accounting Clerk	☐	☐	■	■	■	☐	■	■	☐	☐	■	▨	■	☐	■	☐	☐	■	☐	☐	☐	☐	■
Architectural Technologist	■	☐	■	■	■	■	■	■	■	▨	■	■	■	■	■	☐	☐	■	■	■	■	■	■
Barber	■	☐	☐	■	■	☐	■	■	☐	☐	■	▨	■	☐	■	☐	☐	■	☐	☐	☐	☐	■
Bookkeeper	■	☐	■	☐	■	☐	■	■	☐	☐	■	▨	■	☐	■	☐	☐	■	☐	☐	☐	☐	■
Bookkeeping Clerk	■	☐	■	■	☐	☐	■	■	☐	☐	■	▨	■	☐	■	☐	☐	■	☐	☐	☐	☐	■
Carpenter	☐	☐	☐	☐	☐	☐	■	■	☐	☐	■	■	☐	☐	■	☐	☐	■	■	☐	☐	☐	☐
Cashier	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
Clerk-Typist/Stenographer	☐	☐	☐	☐	▨	☐	■	☐	☐	☐	■	☐	☐	☐	■	☐	☐	■	☐	☐	☐	☐	☐
Commercial Travellers	■	☐	■	■	■	■	■	■	☐	☐	■	■	■	☐	■	☐	☐	■	■	■	☐	■	■
Construction Equipment Mechanic	■	☐	■	■	■	■	■	■	▨	☐	■	■	■	■	■	☐	■	■	■	■	☐	■	■
Construction Labourer	☐	☐	☐	☐	☐	☐	■	■	☐	☐	☐	☐	☐	☐	■	☐	☐	■	☐	☐	☐	☐	☐
Cook	■	☐	■	■	■	☐	■	■	☐	☐	■	☐	■	☐	■	☐	☐	■	■	☐	☐	☐	■
Cosmetologist	■	☐	■	■	■	☐	■	■	☐	☐	■	☐	☐	☐	■	☐	☐	■	☐	☐	☐	☐	■
Draughtsman/woman, General	■	☐	■	■	■	■	■	■	☐	☐	■	■	■	☐	■	☐	☐	■	■	■	■	■	■
Route Driver	☐	☐	☐	☐	☐	☐	■	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Electrician	■	☐	■	■	■	■	■	■	☐	■	■	■	■	■	■	☐	■	■	■	■	■	■	■
Farmer, General	■	☐	■	■	■	■	■	■	☐	■	■	■	■	■	■	☐	☐	■	■	■	☐	■	■
Heavy Equipment Operator	☐	☐	☐	☐	☐	☐	■	■	☐	☐	■	☐	☐	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
Janitor	■	☐	■	■	■	☐	■	■	☐	☐	■	■	■	☐	■	☐	☐	■	☐	☐	☐	☐	■
Line Installer-Repairer	☐	☐	☐	☐	☐	■	■	■	☐	☐	■	☐	☐	☐	■	☐	☐	■	☐	☐	☐	☐	☐
Machinist, General	☐	☐	☐	☐	▨	☐	■	■	☐	☐	■	☐	☐	☐	■	☐	☐	■	☐	☐	☐	☐	☐
Maintenance Worker, Building	■	☐	■	■	■	■	■	■	☐	☐	■	■	■	☐	■	☐	☐	■	■	☐	☐	☐	■
Meat Cutter	■	☐	■	■	■	☐	■	■	☐	☐	■	☐	■	☐	■	☐	☐	■	☐	☐	☐	☐	☐
Medical-Laboratory Technician	■	☐	■	■	■	■	■	■	☐	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Motor-Vehicle Mechanic	■	☐	■	■	■	■	■	■	☐	■	■	■	■	■	■	☐	■	■	■	■	☐	■	■
Nurse Aide	☐	☐	☐	☐	▨	☐	■	■	☐	☐	■	☐	☐	☐	■	☐	☐	■	☐	☐	☐	☐	☐
Nurse, General Duty	■	▨	■	■	■	■	■	■	■	■	■	■	■	☐	■	☐	■	■	■	■	■	☐	■
Nursing Assistant	☐	☐	☐	☐	▨	☐	■	■	☐	☐	■	☐	☐	☐	■	☐	☐	■	☐	☐	☐	☐	☐
Other Mechanics & Repair Workers	☐	☐	☐	▨	▨	■	■	■	☐	☐	■	☐	▨	☐	■	☐	☐	■	☐	■	☐	☐	☐
Packaging-Machine Mechanic	■	☐	■	■	■	■	■	■	▨	▨	■	■	■	☐	■	☐	☐	■	■	■	☐	■	■
Painter	■	☐	■	■	■	■	■	■	▨	☐	■	■	■	☐	■	☐	☐	■	■	▨	☐	■	■
Plumber	■	☐	■	■	■	■	■	■	▨	▨	■	■	■	☐	■	☐	☐	■	■	■	☐	■	■
Police Officer	■	▨	■	■	■	■	■	■	■	▨	■	■	■	▨	■	☐	▨	■	■	■	■	■	■
Product Assembler, Metal	▨	☐	▨	▨	■	☐	■	■	☐	☐	■	☐	▨	☐	■	☐	☐	■	☐	☐	☐	☐	▨
Radio/Television Servicer	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Receiving Clerk	▨	☐	▨	▨	▨	▨	■	■	☐	☐	■	☐	▨	☐	■	☐	☐	■	☐	☐	☐	☐	▨

Display 125.

ROCK ISL COUNTY
"ADVANCED CLERICAL"
Competencies Proposed

Attachment #1

	Minimum Entrance Level	Exit Level	Interim Performance Measures *
1. General Educational Achievement a. Spelling, punctuation, vocabulary b. Math, addition, subtraction, multiplication, division, decimals, percentages & fractions	9th grade + composite score measured on the TABE. 9th grade + on TABE in specific area. 9th grade + on TABE in specific area.	Achieve 90% (average) accuracy on daily assignments and tests by the end of training.	Achieve 80% (average) accuracy on daily assignments and tests by 6th week
2. Aptitude, not less than GATB Norm	General learning ability - 100 Clerical perception - 100 Motor coordination - 95 Numerical - 95	Not applicable	Not applicable
3. Attendance	Cannot miss any days of Job Search/assessment. Not late more than once. (Must call in)	Attend 90% of scheduled hours total course	Must attend 90% of scheduled hours. If fall below will be placed on attendance probation.
4. Attitude	Cannot lose more than 2 behavior points prior to entry	Instructor/Counselor last 2 evaluations satisfactory on all points.	Lose behavior points for tardiness, absenteeism, behavior problems. Terminated if lose 5 points.
5. Appearance	Demonstrates dress, hair care, hygiene during Job Search/assessment/interview	Instructor/counselor evaluation satisfactory on all points during last 2 evaluations.	Two week instructor evaluations. Lose behavior points if no improvement.
6a. Typing - one out of three 3 minute timed writings, words are not counted after 4th error. b. Letter format, proofreading.	35 wpm Black Hawk College Typing test	At least 50% of trainees at 55 wpm. Remainder at least 45 wpm.	Increase of 3 wpm each two weeks. 1st two wks. - 38 2nd two wks. - 41 3rd two wks. - 44 4th two wks. - 47 5th two wks. - 50 6th two wks. - 55

*Persons falling behind one 2 week increment will receive assistance.
Persons falling behind two 2 week increments will be place on probation and must improve and not fall more than 2 weeks behind in meeting standards.

ROCK ISLAND COUNTY

GOALS/MEASUREMENT SHEET Program: VII "Advanced" Clerical Starting: 5/4/82 Ending: 7/23/82 GOALS	FORM OF MEASUREMENT	PLANNED PERFORMANCE	ACTUAL PERFORMANCE
I. Interim Performance Measurements (5/31 through 6/11/82)			
A. (1) Spelling (2) Punctuation (3) Proofreading (4) Math	Accuracy on daily assignments and tests	85% " "	(1)______% (2)______% (3)______% (4)______%
B. Attendance	% of scheduled hours attended	90%	______%
C. Attitude	Behavior Point System and Instructor Eval	Lose no more than two behavior points	# Lost______ Need Improve?____ (see back if yes)
D. Appearance	Instructor Eval Counselor Eval		Need Improve?____ (see back if yes)
E. Typing	wpm	47 wpm	______wpm
F. Records Management	Accuracy on daily assignments and tests	85%	____%

EVALUATION

A. Complete A (1) - (5) and then identify any specific problems/abilities.

B. Attendance: CETA will compute percent of attendance. Comment on punctuality.

C. Attitude and Communication Skills Checklist - CETA will enter the number of behavior points lost. Rate trainee in the following areas on a scale of 1 - 3. (1=very good, 2=average, 3=need improvement) or, check not sure. If any items need improvement, say "yes" on front.

	Instructor		Counselor	
	No.	Not Sure	No.	Not Sure
1. Follows directions				
2. Gets along with others				
3. Accepts things that can't be changed				
4. Resolves conflict in constructive ways				
5. Keeps trying in spite of set-backs				
6. Follows classroom rules				
7. Shows interest in training				
8. Able to accept constructive criticism				
9. Able to solve problems on the "job"				
10. Able to solve problems at home				
11. Plans for unexpected events				
12. Shows initiative				
13. Able to work under pressure/deadlines				
14. Oral communication skills				
15. Written communication skills				

Comments:

D. Appearance: Comment on dress, hygiene, grooming, etc. Identify areas for improvement.

E. Typing: Enter wpm on the front. Enter comments here if any:

F. Other comments relating to trainees potential employability:

Instructor ______________________________ Date ______________
Signature

Counselor ______________________________ Date ______________
Signature

B. Measurement — As stated earlier in this document, programs are tending to be very careful with scarce funds and resources. This posture is leading them to develop fast and common-sensical ways of determining young people's proficiencies, especially at the assessment stage. The State of Texas policy says that:

> "It should be noted that if a participant has no previous training or experience in an occupationally specific area, pre-testing is not necessary. To fulfill this state criteria, a statement can simply be made that there is no previous training or experience in, for example, the field of auto mechanics." (p. 12)

In the Kansas Model, the policy is that:

> "During the pre-assessment phase, the participant's job specific competency levels may be assessed through contact with previous employers or through a practical and/or written/oral test of skills. This test will be devised and administered by an appropriate employer or vocational instructor." (p. 27)

Measurement gets more rigorous in the evaluation phase. Determination of achievement is usually more formalized in those activities with no direct tie to employment (e.g., classroom skills training which has both knowledge and performance tests) than in those activities with a fairly straight link to post program employment (e.g., on-the-job training which often uses employer sign-off as the attestation of participant skill gains).

Two of the best measurement approaches combining knowledge and performance are (a) the Student Occupational Competency Achievement Tests (SOCAT), and (b) the Vocational Competency Measures Project (VOCOMPS). SOCAT's written part, which has a multiple choice format, covers factual knowledge, technical information, understanding of principles, and problem-solving abilities related to a particular occupation. The performance test, which is administered in a laboratory, school shop, or clinical setting, consists of work assignments designed to sample the manipulative skills required in an occupation. SOCATs let students show that they have the knowledge and skills that competent craftspersons employ in their daily work. A mental aptitude test is also available for administration at the same time as the competency test. A one-page printout can be provided for each student which indicates mental aptitude along with written and performance scores on the competency test. Any teacher, guidance counselor, or test administrator can administer the aptitude test and the written multiple choice achievement test. A journeyman tradesperson or business representative with technical expertise in the occupation should administer the performance test.

SOCATs, published by the National Occupational Competency Testing Institute, cover an extensive scope of occupational fields including, but not limited to: accounting/bookkeeping, agriculture mechanics, auto body, auto mechanics, construction electricity, drafting, general merchandising, general office, heating and air conditioning, horticulture, industrial electronics, machine trades, practical nursing, printing, radio and TV repair, refrigerators, sewn products, small engine repair, and welding.

SOCATs measure end of program accomplishment, and are a key to competency-based learning. Participants could demonstrate their proficiencies on a national test and use the results as a credential for employment or advanced standing in educational programs. SOCAT outcomes will enable employers to hire young people on the basis of demonstrated competency levels, as opposed to letter grades which — by comparison — often lack definition.

Between October, 1979, and December, 1982, the American Institutes for Research engaged in a nation-wide effort to develop, field test, and validate seventeen occupational competency tests under the sponsorship of the U.S. Department of Education. **VOCOMPS** promoted the acceptance of student competency testing in vocational education and helped stimulate the continuing development of occupational competency tests.

After extensive interaction with vocational education leaders, the following occupations were selected for the development of competency tests which include cognitive, affective, and performance elements:

- agriculture — agricultural chemicals applications technician, farm equipment mechanic
- business and office — computer operator, word processing specialist
- distributive education — apparel sales, fabric sales, grocery clerk, hotel/motel front office
- health — dental assistant, physical therapist assistant
- home economics — custom sewing, restaurant service (waiter, waitress, cashier)
- technical — electronics technician, water treatment technician, wastewater treatment technician
- trade and industry — carpenter, diesel mechanic.

The competency tests are intended to serve two main purposes: (a) to help teachers and administrators of secondary and post secondary vocational education programs evaluate and improve specific areas of their vocational programs, and (b) to provide an objective basis for informing participants, teachers, and prospective employers about the progress made by young people in acquiring specific, job-related competencies. Employers might find the results useful for objectively assessing the training needs of present employees, as well as for selecting new employees. Each test package includes the following items:

- paper and pencil test — two parts, each part requiring no longer than one class period to administer
- a complete set of the "hands on" performance tests for that occupation, with each test containing examiner and examinee instructions, appropriate test props, and a test record sheet; the number of performance tests in each package ranges from four to thirteen
- Work Habits Inventory, for use as a teaching and counseling tool in job survival skills, and
- an examiner's manual, including directions for test administration, a summary of how the tests were developed, technical data on test reliability and validity, and scoring keys for the tests and the Work Habits Inventory.

The usefulness of these instruments was established through extensive field testing, review, and refinement.

There are two state-based evaluation mechanisms that have been very positively received — the Ohio Vocational Education Achievement Test Program by the Ohio State Department of Education, and the Occupation Proficiency Performance Standards by the Florida State Department of Education.

Those SDAs who choose to develop similar measurement instruments and scoring devices on their own need to ensure consistency between content and job tasks, and among "expert" reviewers of participant performance. They must address and solve the following problems:

- instructions to the test administrator and the examinee
- incorrect task limits
- overcueing
- verbal substitutions for performance
- lack of realism in alternative solution provided
- mismatch of test objective and test content
- standardization in administration
- lack of detail about scoreable elements

- use of technical manuals
- adequacy of sample of performance.

Hands-on tests are difficult to develop and administer on a large scale basis. Scorer training and materials must be formulated. Test locations must be selected. Time requirements must be determined. Equipment needs must be filled.

In constructing scoring procedures for measuring "processes," SDAs would have to:

- specify performance criteria
- break out elements into actions
- eliminate unnecessary actions
- define error tolerances/accuracy requirements
- ascertain safety considerations
- determine time limits
- delineate sequence of actions.

In developing scoring procedures for measuring "products," SDAs would have to:

- define "acceptable product"
- decide on an observable standard for each dimension of the product
- specify time limits
- determine tolerances of each standard
- prepare scoring aids if they are appropriate or can be used
- formulate means to ensure that the project is preserved.

Service delivery areas can opt for job specific skills measurement approaches that require less elaborate methods, and still accomplish desired outcomes. Display 126 from the Contra Costa County (California) SDA provides an example of this. Display 127 shows how job specific skills can be evaluated in conjunction with basic education and work maturity competencies. (See Displays 126 and 127.)

In order to prevent abuse of their "less elaborate" measurement procedures, programs running competency-based on-the-job training contracts tend to limit related attained youth employment competencies positive terminations to instances where young people failed to get jobs through no fault of their own, i.e., employer exploitation or other violations, mass layoffs, personal injury, sickness, death of a relative, or family relocation.

Display 126.

3. Job Specific Skills Competency

Time Frame — Pre-assessment will be conducted during the program assessment/orientation process. Post assessment will be conducted once the youth has received an evaluation for each job skill identified.

Instrument — The pre-assessment instrument is the program assessment process. In determining that a youth shall be enrolled in this project, this process identifies these youth as being in need of Job Specific Skills Competency. Attainment of these skills will be assessed via evaluations recorded on the "Assessment of Job Specific Skills" form.

Deficiency at Program Entry — All youth will receive training in this competency via enrollment in the project.

Assessment/Attainment at Program Exit — Youth will be tested via employer/supervisor observation or testing. Evaluation will be conducted during the last two (2) weeks of training. The project Coordinator may either contact the employer/supervisor to receive an evaluation of the youth's proficiency in each of the major job skills and record this evaluation on the appropriate form, or may have the employer/supervisor complete the form.

Youth must demonstrate the ability to meet employer expectations by receiving a "Satisfactory" evaluation from the employer/supervisor on each of the specific job skills identified by the employer. A minimum of 5 skills shall be identified.

ASSESSMENT OF JOB SPECIFIC SKILLS COMPETENCY
PY '85 8% SELPAS PROJECT

Participant ______________________ Employer ______________

Person Completing Form ______________ Supervisor ______________
(put N/A if Supervisor is completing the form)

Job Classification ______________ School ______________

INSTRUCTIONS: The youth's supervisor should complete this form via observation, or staff may complete this form via discussion with the youth's supervisor. List a minimum of five (5) major skills necessary in order to obtain employment in the occupation in which the youth is receiving OJT training prior to placing the youth at the site.

During the last 2 weeks the youth is enrolled in OJT training, either have the supervisor complete this form or contact the supervisor to obtain his/her evaluation of the youth's proficiency in each skill area.

RATING CRITERIA	POST TEST RATING	
	Satisfactory	Needs Improvement
1.		
2.		
3.		
4.		
5.		

Implications for classroom training: ______________________________

____

____

____

OFFICE USE ONLY

PROGRAM EXIT COMPETENCY ASSESSMENT

Attained job specific skills competency: Yes ____ No ____ Date Assessed __________

STANDARD: Participant must receive "Satisfactory" on each of the 5 job specific skills in order to attain the job specific skills competency. (If the employer identifies less than 5 skills, youth must receive "Satisfactory" on each of the skills identifed in order to attain the job specific skills competency.)

PAB #27-85 9-17-85

ASSESSMENT OF JOB SPECIFIC SKILLS COMPETENCY
MR. STEAK EMPLOYER BASED TRAINING PROGRAM

Job Classification: Bus Person/Dishwasher

Participant ______________________ Rater ______________________

Person Completing Form ______________________
(put N/A if person completing form is supervisor)

Instructions: The project Coordinator or the employer/supervisor is to complete this form. Please complete the "Initial Evaluation" columns during the third week of training. Please complete the "Post Test" columns during the last two (2) weeks of training.

CRITERIA	RATING			
	Initial Eval		Post Test	
	Satisfactory	Needs Improve	Satisfactory	Needs Improve
1. Carry dirty dishes from dining room to kitchen.				
2. Replenish supply of silverware, glassware and dishes in dining room.				
3. Replace condiments in a neat, orderly fashion.				
4. Supply service bar with ice, cups, and boxes as needed.				
5. Sweep and mop floors.				
6. Segregate and remove trash and garbage and place it in designated containers.				
7. Hose out garbage cans.				
8. Wash pots, pans and trays by hand.				
9. Scrape food from dirty dishes, place dirty dishes in racks of dishwashing machine and remove and stock when clean.				

PROGRAM EXIT COMPETENCY ASSESSMENT

Attained job specific skills competency:

Yes ____ No ____

Date Assessed ______________

STANDARD: Youth must receive "Satisfactory" evaluation on each of the 9 job specific skills in order to attain job specific skills competency.

PAB 28-85 9-12-84

ASSESSMENT OF JOB SPECIFIC SKILLS COMPETENCY
MR. STEAK EMPLOYER BASED TRAINING PROGRAM

Job Classification: Host/Hostess and Waiter/Waitress

Participant ______________________ Rater ______________________

Instructions: The project Coordinator or the employer/supervisor is to complete this form. Please complete the "Initial Evaluation" columns during the third week of training. Please complete the "Post Test" columns during the last two (2) weeks of training.

CRITERIA	RATING			
	Initial Eval		Post Test	
	Satisfactory	Needs Improve	Satisfactory	Needs Improve
1. Make change, add and subtract accurately and quickly.				
2. Greet people in a friendly manner.				
3. Handwriting is legible.				
4. Present menu, answer questions and make suggestions regarding food and service.				
5. Write orders on checks.				
6. Relay order to kitchen and serve courses from kitchen and service bar.				
7. Observe request for any additional services and perceive when meals have been completed.				
8. Total bill and refer patron to cashier.				
9. Clean and reset tables at conclusion of each meal.				

PROGRAM EXIT COMPETENCY ASSESSMENT

Attained job specific skills competency:

Yes ____ No ____

Date Assessed ______________

STANDARD: Youth must receive "Satisfactory" evaluation on each of the 9 job specific skills in order to attain job specific skills competency.

PAB 28-85 9-12-84

Display ·127

ROCK ISLAND COUNTY EMPLOYMENT AND TRAINING PROGRAMS (ETP)

ETP EVALUATION FORM Employee Name________________ Employer________________

☐ Work Experience

☐ OJT

☐ VEP

NOTE: This evaluation form should be filled out by the Supervisor and discussed with the employee, Please rate the employee as accurately as possible by placing a (✓) mark in the column that best describes employee performance during the evaluation period.

Evaluation Period:

Start:________ End:________

		Very Good	Average	Needs Improvement	Not Applicable
BASIC EDUCATIONAL SKILLS:					
1.	Able to read required material	1.____	____	____	____
2.	Able to write legibly	2.____	____	____	____
3.	Able to do math required	3.____	____	____	____
4.	Able to communicate orally	4.____	____	____	____
JOB RELATED SKILLS:					
1.	Attendance....times absent_____	1.____	____	____	____
2.	Punctuality...times late _____	2.____	____	____	____
3.	Quantity of work	3.____	____	____	____
4.	Quality of work	4.____	____	____	____
5.	List specific job skills required and evaluate skills, i.e., typing, operation of buffer, or other skills used.				
	a.________________	5a.____	____	____	____
	b.________________	b.____	____	____	____
	c.________________	c.____	____	____	____
	d.________________	d.____	____	____	____
	e.________________	e.____	____	____	____
JOB KEEPING/PERSONAL SKILLS:					
1.	Ability to get along with others	1.____	____	____	____
2.	Ability to get along with supervisor	2.____	____	____	____
3.	Initiative	3.____	____	____	____
4.	Follow directions	4.____	____	____	____
5.	Able to solve problems	5.____	____	____	____
6.	Personal hygiene/cleanliness	6.____	____	____	____
7.	Appearance/dress	7.____	____	____	____
8.	Organization/schedules work	8.____	____	____	____
9.	Completes work on time	9.____	____	____	____
10.	Gives extra effort when needed	10.____	____	____	____
11.	Able to accept constructive criticism	11.____	____	____	____
12.	Keeps trying in-spite of problems/setbacks	12.____	____	____	____
13.	Follows employers rules and regulations	13.____	____	____	____
14.	Resolves conflict in constructive ways	14.____	____	____	____
15.	Shows interest in job	15.____	____	____	____
16.	Accepts responsibilities/initiates action	16.____	____	____	____
17.	Works well under pressure or deadline	17.____	____	____	____
18.	Adapts to new/different situations	18.____	____	____	____
19.	Quality of judgement	19.____	____	____	____
20.	Personal problems don't interfere with work	20.____	____	____	____

What are employees strongest points?________________________________

____

What are employees weakest points?________________________________

____

If needed, what steps or corrective action should be taken to improve?________________

____

As a supervisor who is participating in employment and training programs, do you have any suggestions for program improvement?________________________________

____

We have discussed the above evaluation and understand that it was completed honestly to the best of the supervisor's knowledge for the purpose of assisting the employee in identifying strengths and weaknesses and improving where possible.

Use reverse side if more space is needed for any answer.

WE HAVE DISCUSSED THE ABOVE EVALUATION

________________________ ________________________
Employee's Signature Supervisor's Signature

________________________ RETURN TO THE ATTENTION OF________________ By ______
Date Discussed ETP Staff

(2/7/33)

C. Records and Acknowledgement of Achievement — This chapter has considered a number of ways to approach job specific competencies. Figures 29 and 30 present master job specific skills needs identification and competency acquisition records for onsite and course alternatives. Display 128 contains job specific skills attainment records for both work and classroom settings, and the related certificate of attainment used in the Montana Youth Employment Competency System.

Display 129 shows a comprehensive means of acknowledging achievement of occupational competencies used in the West Central Wisconsin service delivery area. Display 130 provides job specific skills recordkeeping formats from the Kansas State Department of Vocational Education. The "Upgrading Training Competency Profile" developed by Technical Assistance and Training Corporation is included in Display 131. The Florida State Department of Education uses the exemplary "Career Map," which appears in detail in Display 132. (See Figures 29 and 30 and Displays 128 through 132.) The appendix section keyed to this chapter has additional certification and documentation formats.

Figure 29–part a.

Master Job Specific Skills Needs Identification Record
For JSS On-Site "Experience"

1. Occupation Desired	2. Competencies Required (at least 10 must be listed)	3. Skill Level Needed	4. Source of Skill Requisites*	5. Pre Program Proficiency	6. Determined as Requiring Assistance (Yes/No – Date)	7. Point of Determination **	8. Means of Determination ***	9. Intervention Strategy (ies) Prescribed ****	10. Site Assignment

† Total Requiring Assistance ____________

Total Not Requiring Assistance ____________

11. Total Competencies to be Addressed† ____________
(minimum of six (6) required for "potential" positive termination)

12. Potential (Attained Youth Employment Competencies) Positive Outcome: Yes _______ No _______

* List source – employer survey, MSU Curriculum Resource Team, Michigan Occupational Data Analysis System, etc.
** Screening/Selection, Intake, Assessment, EDP, Participation in Activity
*** Pre Measurement Instrumentation (by name)
**** Particular Program Activities (by name)
Relevant data/instrumentation from the points and means of determination in **/*** above are included in file

Figure 29–part b.

Master Job Specific Skills Competency Acquisition Record
For JSS On-Site "Experience"

1. Occupation Desired	2. Competencies Required (at least 10 must be listed)	3. Skill Level Needed	4. Pre Program Proficiency	5. Identified as Needing Assistance (Yes/No – Date)	6. Intervention Strategy (ies) Prescribed in EDP	7. Post Program Proficiency	8. Means of Determination *	9. Evaluated as Achieving Competency ** (Yes/No – Date)

† Total Requiring Assistance ____________

†† Total Not Requiring Assistance ____________

10. Total Competencies to be Addressed† ____________
(minimum of six (6) required for "potential" positive termination)

11. A) Total Competencies Achieved ________ B) Total Competencies Not Requiring Assistance†† ________ C) Total of A and B ________

12. Percentage ________
(minimum of 100% necessary for positive termination as determined by dividing the total in item 11-C by the number 10)

13. "Attained Youth Employment Competencies" Positive Termination Accomplished: Yes ________ No ________ Date ____________________

* Post Measurement Instrument (by name)

** Relevant needs identification, EDP, and evaluation data/instrumentation are included in file

Figure 30–part a.

Master Job Specific Skills Needs Identification Record
For JSS "Course"

1. Occupation Desired	2. Overall Competency Level Required (course grade/ score/rating)	3. Source of Skill Requisites*	4. Pre Program Proficiency	5. Determined as Requiring Assistance (Yes/No – Date)	6. Point of Determination **	7. Means of Determination ***	8. Intervention Strategy (ies) Prescribed ****	9. Site Assignment
____________	____________	____________	____________	____________	____________	____________	____________	____________

10. Potential (Attained Youth Employment Competencies) Positive Outcome: Yes _______ No _______

- * List source – employer survey, MSU Curriculum Resource Team, Michigan Occupational Data Analysis System, school program qualifications, etc.
- ** Screening/Selection, Intake, Assessment, EDP, Participation in Activity
- *** Pre Measurement Instrumentation (by name)
- **** Particular Program Activities (by name)

Relevant data/instrumentation from the points and means of determination in **/*** above are included in file

Figure 30–part b.

Master Job Specific Skills Competency Acquisition Record
For JSS "Course"

1. Occupation Desired	2 . Overall Competency Level Required (course grade/ score/rating)	3. Pre Program Proficiency	4. Identified as Needing Assistance (Yes/No – Date)	5. Intervention Strategy (ies) Prescribed in EDP	6. Post Program Proficiency	7. Means of Determination *	8. Evaluated as Achieving Competency ** (Yes/No – Date)
________	________	________	________	________	________	________	________

9. "Attained Youth Employment Competencies" Positive Termination Accomplished: Yes ______ No ______ Date ____________

* Post Measurement Instrument (by name)

** Relevant needs identification, EDP, and evaluation data/instrumentation are included in file

Display 128

JOB SPECIFIC SKILLS ATTAINMENT RECORD
(Form 1 Work Setting)

Trainee ____________________ SS# ______________ Date __________

Program Operator ____________________________ Location __________

Employer ____________________________ Location __________

D.O.T. Code ____________________________ Initial Wage __________

Occupation ____________________ Component (OJT, WE, Tryout Emp. Other) ______

Directions:
List work elements and skills necessary to be employed in this occupation. These skills should relate to those specified on the job description attached to the OJT Contract or Worksite Agreement.

Job Skills:	Initial Skills			Ending Skills	
	Yes	No		Yes	No
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Employer Comments:

Initial Assessment conducted by ____________________ Date __________
Employer/Staff

Post Assessment conducted by ____________________ Date __________
Employer/Staff

Competency attained for ____________________ Yes _____ No _____
Occupation

JSTD 36 (New 10/84)

JOB SPECIFIC SKILLS ATTAINMENT RECORD
(Form 2 Classroom Setting)

Trainee ____________________ SS# ______________ Date __________

Program Operator ____________________________ Location __________

Training Program ____________________________ Location __________

D.O.T. Code ____________________________

Training for ________________ Component (Classroom Training, Other) ________

Directions:

List necessary skills for entry-level employment in this occupation. These skills should be measurable and attainable and be based on a standard job description for a position in the occupation, or on standard elements for certification in the field, e.g., Licensed Practical Nurse.

Job Skills:
(Source of information for identification of skills.)

	Initial Skills			Ending Skills	
	Yes	No		Yes	No
1. ________					
2. ________					
3. ________					
4. ________					
5. ________					
6. ________					
7. ________					
8. ________					
9. ________					
10. ________					

Instructor Comments:

Initial Assessment conducted by ____________________ Date __________
Instructor/Staff

Post Assessment conducted by ____________________ Date __________
Instructor/Staff

Competency attained for ____________________ Yes _____ No _____
Occupation

JSTD 37 (New 10/84)

This is to certify that

____

has met the goals for and attained the competency:

Job Specific Skills

For the occupation: ______________________________

Conducted by: ______________________________

Montana
Department Of Labor And Industry
Job Service And Training Division

____

Date ____________________

OWEN-WITHEE HIGH SCHOOL

OWEN, WISCONSIN

This is to certify that

Kevin Boyles

has completed a high school vocational course in

BADGER VALVE METALWORKING PRACTICUM

Furthermore, this individual has reached performance levels for various skills within this vocation. These levels and the rating scale used are attached to this certificate.

Employer Trainer Gary L. Petersen

Principal ____________________

CESA Administrator Gordon Clay

JOB SPECIFIC SKILLS	1	2	
Specific Job Skills Learned			
1. Able to read micrometors	6	6	A
2. Able to do job math using decimals	6	6	B
3. Able to read and interpret blue prints	5	3	C
4. Able to make internal and external threads	5	3	D
5. Able to use tape and dyes	3	3	E
6. Able to sharpen drill bits	3	3	F
7. Able to use thread guages	6	4	G
8. Able to determine threads per inch size learned	6	6	H
9. Care, maintenance, and safe operation of:			
A. Engine lathe.			I
B. Internal cylindrical grinder	6	6	
C. External cylindrical grinder	6	6	J
D. Verical milling and shaping machine	5	6	K
E. Buffer and polisher	5	4	L
F. Drill press	3	3	M
G. Power hacksaw	5	5	N
H. Band saw	5	5	O
I. Metalizing (flame spraying) apparatus	6	6	P
1. Able to read guages	6	6	Q
2. Able to read flow meter	6	6	R
3. Able to safetly handle acetylene oxygen tanks	6	6	S

THE REASONS FOR THIS CERTIFICATION

Students graduating from most high schools are issued only a diploma as credential for employment. This alone does not always give prospective employers or technical schools a clear idea of an individuals capabilities, experiences, and talents. This certification and rating for students completing this private sector training program hopefully will point out:

1. The quality of workmanship he/she is capable of performing.
2. Their ability to learn skills on the job.
3. Specific skills they are capable of performing.
4. Employability skills such as dependability and reliability they have demonstrated.

For verification of this rating, additional information, or additional copies of this rating chart, write to Tim Hallock, JTPA Coordinator, CESA #10, 725 West Park Avenue, Chippewa Falls, WI 54729. Release of official records, including attendance and grades, can be attained from Owen-Withee High school, requires written authorization from the student involved.

HOW SKILL IS MEASURED

Each skill on the task analysis is defined in terms of observable behavior and it is on his/her observable behavior that the trainee is rated by his/her employer trainer. The employer trainer was also the supervisor at the workplace where training took place. The level "3" is the baseline, indicating performance comparable to that of a new journeyman in a trade and does not refer to grades received in a specific course.

The rating scale is attached to the right of the task analysis list for each area studied.

	Level
Speed and quality with initiative and adaptability and can lead others in performing this task.	6
Performs task with more than acceptable speed and quality and with initiative and adaptability to special problem situations.	5
Performs task without supervision or assistance with more than acceptable speed and quality of work	4
Performs task satisfactorily without assistance and/or supervision.	3
Performs task satisfactorily but requires periodic supervision and/or assistance.	2
Performs task, but not without constant supervision and some assistance.	1
Cannot perform this task satisfactorily for participation in a work environment.	0
Has not learned task or skill.	-

Adapted from DACUM System developed by Robert E. Adams, Dartmouth, Nova Scotia, Canada

CLERICAL/SECRETARIAL

Display 130

Name: ______________________________
Social Security Number: ____________________

Preassessment for Job Specific Skills

Directions:
Evaluate this person by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness.**

Rating Scale:
3 Above Average
2 Acceptable
1 Needs Improvement
N No Exposure/Not Observed

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Initial Rating: (blue ink)

____
(name, date)

Update: (black ink)

____
(name, date)

____
(name, date)

These levels are for secretary only; slight variations occur for stenographer, clerk, typist, and wordprocessor operator.

3	2	1	N	
				Educational Development
				1. Reasoning: Apply principles of rational systems (bookkeeping...) to solve practical problems
				2. Reasoning: Deal with a variety of concrete variables in situations where only limited standardization exists
				3. Reasoning: Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form
				4. Math: Compute discount, interest, profit, and loss; commission, markup, and selling price; ratio and proportion, and percentage. Calculate surfaces, volumes, weights, and measures
				5. Math/Algebra: Calculate variables and formulas; monomials and polynomials; ratio and proportion variables; and square roots and radicals
				6. Math/Geometry: Calculate plane and solid figures; circumference, area, and volume. Understand kinds of angles, and properties of pairs of angles
				7. Reading: Read novels, poems, newspapers, periodicals, journals, manuals, dictionaries, thesauruses, and encyclopedias
				8. Writing: Prepare business letters, expositions, summaries, and reports, using prescribed format and conforming to all rules of punctuation, grammar, diction, and style
				9. Speaking: Participate in panel discussions, dramatizations, and debates. Speak extemporaneously on a variety of subjects
				10. Specific Vocational Preparation: Over one year up to and including two years

3	2	1	N	
				Basic Aptitudes/Abilities
				1. Intelligence: GATB level 2
				2. Verbal: GATB level 2
				3. Numerical: GATB level 3
				4. Spatial: GATB level 4
				5. Form Perception: GATB level 2
				6. Clerical: GATB level 2
				7. Motor Coordination: GATB level 2
				8. Finger Dexterity: GATB level 2
				9. Manual Dexterity: GATB level 3
				10. Eye-Foot Coordination: GATB level 5
				11. Color Discrimination: GATB level 4
				12. Physical Demands: Sedentary work that includes reaching, handling, fingering and/or feeling, talking and/or hearing, seeing
				13. Environmental Demands: Inside work
				14. Exhibit a preference for activities concerned with the communication of data
				15. Exhibit a preference for activities involving business contact with people
				16. Exhibit adaptability to situations requiring the precise attainment of set limits, tolerances or standards
				17. Exhibit adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure

Name: ______________________________

Social Security Number: ____________________

CLERICAL/SECRETARIAI

Job Specific Skills

Directions:
Evaluate this person by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness.**

Rating Scale:
3 Above Average
2 Acceptable
1 Needs Improvement
N No Exposure/Not Observed

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Initial Rating: (blue ink)

Update: (name, date) (black ink)

(name, date)

(name, date)

3	2	1	N	**Organizing and Planning**
☐	☐	☐	☐	1. Organize for meetings (people, places, and materials)
☐	☐	☐	☐	2. Plan work for others
☐	☐	☐	☐	3. Plan work for self

999

3	2	1	N	**Supervising and Implementing**
☐	☐	☐	☐	4. Assign work to others
☐	☐	☐	☐	5. Make travel arrangements

3	2	1	N	**Coordinating and Performing Activities for Employer**
☐	☐	☐	☐	6. Make notes on employer's incoming mail
☐	☐	☐	☐	7. Prepare employer's travel expense statements
☐	☐	☐	☐	8. Maintain employer's appointment calendar
☐	☐	☐	☐	9. "Screen" persons who want to talk to employer

3	2	1	N	**Inspecting and Evaluating**
☐	☐	☐	☐	10. Verify charges on services rendered
☐	☐	☐	☐	11. Inspect copy for legibility and neatness
☐	☐	☐	☐	12. Inspect documents, such as invoices and checks, for amounts and dates
☐	☐	☐	☐	13. Inspect material received for completeness and damages
☐	☐	☐	☐	14. Inspect supplies for recording purposes
☐	☐	☐	☐	15. Inspect correspondence and reports
☐	☐	☐	☐	16. Edit copy for grammar, spelling, and

3	2	1	N	**Maintaining Files and Library (Manually and Electronically)**
☐	☐	☐	☐	17. Develop electronic filing forms
☐	☐	☐	☐	18. File materials
☐	☐	☐	☐	19. Retrieve materials or information from files
☐	☐	☐	☐	20. Maintain classified or confidential files
☐	☐	☐	☐	21. Search for missing materials in files
☐	☐	☐	☐	22. Control security of classified/confidential materials

3	2	1	N	**Performing Clerical Activities**
☐	☐	☐	☐	23. Clean typewriter
☐	☐	☐	☐	24. Compile data for charts and reports
☐	☐	☐	☐	25. Deposit checks or cash in bank or cashier's office
☐	☐	☐	☐	26. Maintain petty cash
☐	☐	☐	☐	27. Order supplies for office from supplier or central stores
☐	☐	☐	☐	28. Place telephone calls
☐	☐	☐	☐	29. Prepare payroll
☐	☐	☐	☐	30. Receive telephone calls

3	2	1	N	**Performing Mail Activities (Manually and/or Electronically**
☐	☐	☐	☐	31. Address letters or packages
☐	☐	☐	☐	32. Maintain mailing lists
☐	☐	☐	☐	33. Process incoming mail
☐	☐	☐	☐	34. Process outgoing mail

3	2	1	N	**Performing Stenographic Activities (Secretaria**
☐	☐	☐	☐	35. Compose correspondence
☐	☐	☐	☐	36. Take dictation
☐	☐	☐	☐	37. Transcribe (type) from shorthand outlines

3	2	1	N	**Typewriting**
☐	☐	☐	☐	38. Make typewriter corrections
☐	☐	☐	☐	39. Proofread typewritten copy
☐	☐	☐	☐	40. Transcribe (type) from recorded media (belt disc or tape)
☐	☐	☐	☐	41. Type data into computer
☐	☐	☐	☐	42. Type data into word processing equipment
☐	☐	☐	☐	43. Type business forms
☐	☐	☐	☐	44. Type correspondence
☐	☐	☐	☐	45. Type materials from handwritten copy
☐	☐	☐	☐	46. Type reports

Display 131.

WORD PROCESSING CENTER

UPGRADING TRAINING COMPETENCY PROFILE

TECHNICAL ASSISTANCE & TRAINING CORPORATION

WORD PROCESSING SPECIALIST

TECHNICAL ASSISTANCE AND TRAINING CORPORATION

WORD PROCESSING CENTER COMPETENCY PROFILE

SKILL AREAS AND SPECIFIC COMPETENCIES	START DATE	DATE ATTAINED	LEVEL OF COMPETENCE ATTAINED *
1.00 – COMPREHENSION OF BUSINESS DOCUMENTS			
1.01 – Use Reading Techniques to Improve Comprehension			1 2 3
1.02 – Read and Recall General and Business Documents			1 2 3
1.03 – Follow Both Written and Oral Directions to Complete Tasks			1 2 3
1.04 – Determine Main Idea and Purpose of General and Business Documents			1 2 3
2.00 – EDITING			
2.01 – Identify and Use Nouns, Verbs, Adjectives, and Pronouns			1 2 3
2.02 – Identify and Use Adverbs, Prepositions, Conjunctions, and Interjections			1 2 3
2.03 – Identify Proper Subject-Verb Agreement			1 2 3
2.04 – Edit Business Documents for Proper Punctuation			1 2 3
2.05 – Edit Documents for Correct Sentence Structure			1 2 3
2.06 – Spell and Divide Words Correctly in a Business Context			1 2 3
2.07 – Identify Correct Word Usage in a Business Context			1 2 3
2.08 – Compose and Edit Accurately in Business Text at a 10th Grade Level			1 2 3
3.00 – KEYBOARDING			
3.01 – Identify Basic Parts, Operations, and Functions of IBM Correcting Selectric II			1 2 3
3.02 – Perform Basic Typewriting Operations To Build Speed and Accuracy			1 2 3
3.03 – Type Straight Copy at a Rate of 35 wpm with 5 or Fewer Errors			1 2 3
3.04 – Type Straight Copy at a Rate of [illegible] wpm with [illegible] or Fewer Errors			1 2 3

WORD PROCESSING CENTER COMPETENCY PROFILE

SKILL AREAS AND SPECIFIC COMPETENCIES	START DATE	DATE ATTAINED	LEVEL OF COMPETENCY ATTAINED *
4.00 – BUSINESS FORMATS AND STYLE			
4.01 – Identify and Type Standard Business Correspondence			1 2 3
4.02 – Identify and Type Other Business Formats			1 2 3
4.03 – Create and Type Formats for Legal, Medical, and Other Documents			1 2 3
5.00 – PROOFREADING			
5.01 – Identify Standard Proofreader's Marks			1 2 3
5.02 – Proof Business Documents for Errors of Spelling, Grammar, Punctuation, and Format			1 2 3
6.00 – MACHINE TRANSCRIPTION			
6.01 – Identify Parts and Functions of Transcription Equipment			1 2 3
6.02 – Assemble Transcription Equipment for Operation			1 2 3
6.03 – Transcribe Standard Business Correspondence (Letters, Memoranda, Reports, and Manuscripts)			1 2 3
6.04 – Transcribe Legal, Medical, and Other Documents			1 2 3
7.00 – WORD PROCESSING EQUIPMENT OPERATION			
7.01 – Identify Parts, Features, and Functions of Xerox 860			1 2 3
7.02 – Log, Keyboard, and Store Text			1 2 3
7.03 – Operate Basic Features of Xerox 860 Printer to Print Short Documents			1 2 3
7.04 – Keyboard a Document Using Basic Formatting Functions			1 2 3
7.05 – Perform Simple Editing Functions to Revise Text			1 2 3

7.00 Series Continued Page 3

WORD PROCESSING CENTER COMPETENCY PROFILE

SKILL AREAS AND SPECIFIC COMPETENCIES	START DATE	DATE ATTAINED	LEVEL OF COMPETENCE ATTAINED *
7.00 Series Continued			
7.06 – Produce Multi-page Documents Requiring Page End and Hyphenation Decisions from Typewritten Copy			1 2 3
7.07 – Edit Documents Using Advanced Format Decisions			1 2 3
7.08 – Edit Heavily Revised Documents			1 2 3
7.09 – Produce Simple Statistical Documents			1 2 3
7.10 – Produce Documents Using Various Print Options and Styles			1 2 3
8.00 – WORD PROCESSING CONCEPTS AND PROCEDURES			
8.01 – Name and Describe the Major Equipment Types and Methods of Organization and Output Used in a Word Processing Environment			1 2 3
8.02 – Describe the Entry Level Word Processing Job and Related Career Paths			1 2 3
8.03 – File Items According to Alphabetical, Numerical, Subject, and Chronological Order			1 2 3
8.04 – Follow Instructions on Request Form and Procedures for Documenting Work Processed by a Word Processing Specialist			1 2 3
9.00 – WORD PROCESSING PRODUCTION SIMULATION			
9.01 – Process Business Letters with Spelling Errors from Hand Draft			1 2 3
9.02 – Process Multi-page Report from Typed Copy That Has Been Hand Edited by Originator			1 2 3
9.03 – Process Final Draft of Three-page Pre-keyboarded Letter with Heavy Wording and Format Revisions			1 2 3

* 1 – Competency Attained, 2 – Skill Level Surpasses Competency Requirements, 3 – Exceptional Proficiency

WORD PROCESSING CENTER COMPETENCY PROFILE

SKILL AREAS AND SPECIFIC COMPETENCIES	START DATE	DATE ATTAINED	LEVEL OF COMPETENCE ATTAINED *
10.00 – WORK HABITS AND ATTITUDES			
10.01 – Attend and Be On Time			1 2 3
10.02 – Demonstrate Proper Business Dress and Grooming			1 2 3
10.03 – Seek Help From Supervisor and Peers; Accept and Apply Constructive Criticism			1 2 3
10.04 – Demonstrate Service Oriented Manner in Dealing with Originators			1 2 3
10.05 – Show Concern for Quality of Documents Processed and Released to Originators			1 2 3
10.06 – Identify and Use the Proper Techniques and Procedures to Secure Employment			1 2 3

*** 1 – Competency Attained, 2 – Skill Level Surpasses Competency Requirements, 3 – Exceptional Proficiency**

Page 4 of 4

CAREER ACHIEVEMENT PLAN
(CAREER MAP)

Basic Air Conditioning, Refrigeration, and Heating Mechanics
(847.0221)
Air Conditioning, Refrigeration, and Heating Mechanics
(847.0201)
Air Conditioning, Refrigeration, and Heating Technology
(815.0501)

THIS MERIT ACHIEVEMENT PLAN RECORDS THE ACHIEVEMENTS OF:

____

State of Florida
DEPARTMENT OF EDUCATION
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
© State of Florida, Department of State, 1984
An affirmative action/equal opportunity employer
Division of Vocational Education

FLORIDA: A STATE OF EDUCATIONAL DISTINCTION. "On a statewide average, educational achievement in the State of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment."

LEGEND

(C) COGNITIVE
(P) PERFORMANCE

AREAS OF SPECIALIZATION

1 AIR CONDITIONING & HEATING TECHNICIAN (007.181-010)
2 AIR CONDITIONING INSTALLER-SERVICER (637.261-010)
3 HEATING & AIR CONDITIONING MECHANIC, INDUSTRIAL (637.261-014)
4 REFRIGERATION MECHANIC (637.261-026)
5 AIR CONDITIONING MECHANIC HELPER, INDUSTRIAL (637.684-010)
6 AIR CONDITIONING INSTALLER, DOMESTIC (637.261-014)
7 FURNACE INSTALLER & REPAIRER, HOT AIR (869.281-010)
8 FURNACE INSTALLER HELPER (862.684-022)

The competencies on this Career MAP were identified with the assistance of representatives of the Florida Air Conditioning Contractors Association (FACCA), and are endorsed by FACCA for Air Conditioning, Refrigeration, and Heating Training Programs in Florida.

TO THE EMPLOYER

This institution requires that all students share in the responsibility for their own vocational development. Our objective is to help learners assume responsibility while acquiring the skills needed to enter productive wage-earning employment. Instruction is competency-based, and students are evaluated on how well they can perform specific skills.

Courses of study in various fields have been developed which permit the individual to become competent in the occupational areas within the field. The competencies, specific skills, were prepared by a group of people from the occupational field.

A "3" rating reflects the degree of competence normally associated with a skilled person with two to three years of experience. The student completing a program of instruction is expected to have the majority of ratings at the "1" and "2" levels.

Skills without ratings indicate that the student has not mastered the skill. It is possible that there was no opportunity or time to study the skill or that the occupational area of specialization did not require it. Only skills mastered by the student will be rated by the instructor.

Employers are asked to review these skill ratings periodically so that the employer of the individual will have an ongoing awareness of the employee's skill development needs.

Employers may find the record of achievement useful in planning for promotions, assignments, and additional training.

____
INSTRUCTOR

____
DATE

AUTHENTICATION

INSTRUCTORS ARE REQUESTED TO AUTHENTICATE THE DEGREE OF MASTERY ACHIEVED BY THE STUDENT BY CHECKING THE APPROPRIATE BOX EACH TIME THE STUDENT MASTERS A COMPETENCY. LATER, IF THE STUDENT ACHIEVES A HIGHER DEGREE OF MASTERY OF A COMPETENCY, THE HIGHER DEGREE SHOULD BE RECORDED AND AUTHENTICATED BY THE INSTRUCTOR.

INSTRUCTORS ARE ALSO REQUESTED TO INDICATE THEIR FULL NAME AND SCHOOL ADDRESS IN THE SPACE BELOW:

AUTHENTICATED ______ SIGNATURE ______ SCHOOL ______
AUTHENTICATED ______ SIGNATURE ______ SCHOOL ______
AUTHENTICATED ______ SIGNATURE ______ SCHOOL ______
AUTHENTICATED ______ SIGNATURE ______ SCHOOL ______
AUTHENTICATED ______ SIGNATURE ______ SCHOOL ______
AUTHENTICATED ______ SIGNATURE ______ SCHOOL ______

COOPERATIVE WORK EXPERIENCE

IN ADDITION TO CLASSROOM TRAINING AND LABORATORY PERFORMANCE IDENTIFIED ON THE CAREER MAP, THIS STUDENT HAS PARTICIPATED IN COOPERATIVE WORK EXPERIENCE WITH EMPLOYERS AS SHOWN BELOW:

DATES ______ EMPLOYER ______ SUPERVISOR ______
DATES ______ EMPLOYER ______ SUPERVISOR ______
DATES ______ EMPLOYER ______ SUPERVISOR ______
DATES ______ EMPLOYER ______ SUPERVISOR ______
DATES ______ EMPLOYER ______ SUPERVISOR ______
DATES ______ EMPLOYER ______ SUPERVISOR ______

BEST COPY AVAILABLE

Basic Air Conditioning, Refrigeration, and Heating Mechanics
(847.0221)
Air Conditioning, Refrigeration, and Heating Mechanics
(847.0201)
Air Conditioning, Refrigeration, and Heating Technology
(815.0501)

CAREER MERIT ACHIEVEMENT PLAN

1	PERFORMING THIS COMPETENCY SATISFACTORILY WITH SUPERVISION
2	PERFORMING THIS COMPETENCY SATISFACTORILY WITH ONLY PERIODIC SUPERVISION
3	PERFORMING THIS COMPETENCY SATISFACTORILY WITHOUT SUPERVISION

RATINGS ON THE MERIT ACHIEVEMENT PLAN (CAREER MAP) ARE INDUSTRIAL PERFORMANCE STANDARDS. THEY ARE CONFIRMED BY AN INSTRUCTOR (A SKILLED AND EXPERIENCED PERSON FROM THIS OCCUPATION) WHO VIEWS AND EVALUATES PERFORMANCE AS HE OR SHE WOULD IN THE ROLE OF AN EMPLOYER OR SUPERVISOR.

State of Florida
DEPARTMENT OF EDUCATION
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
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An affirmative action/equal opportunity employer
Division of Vocational Education

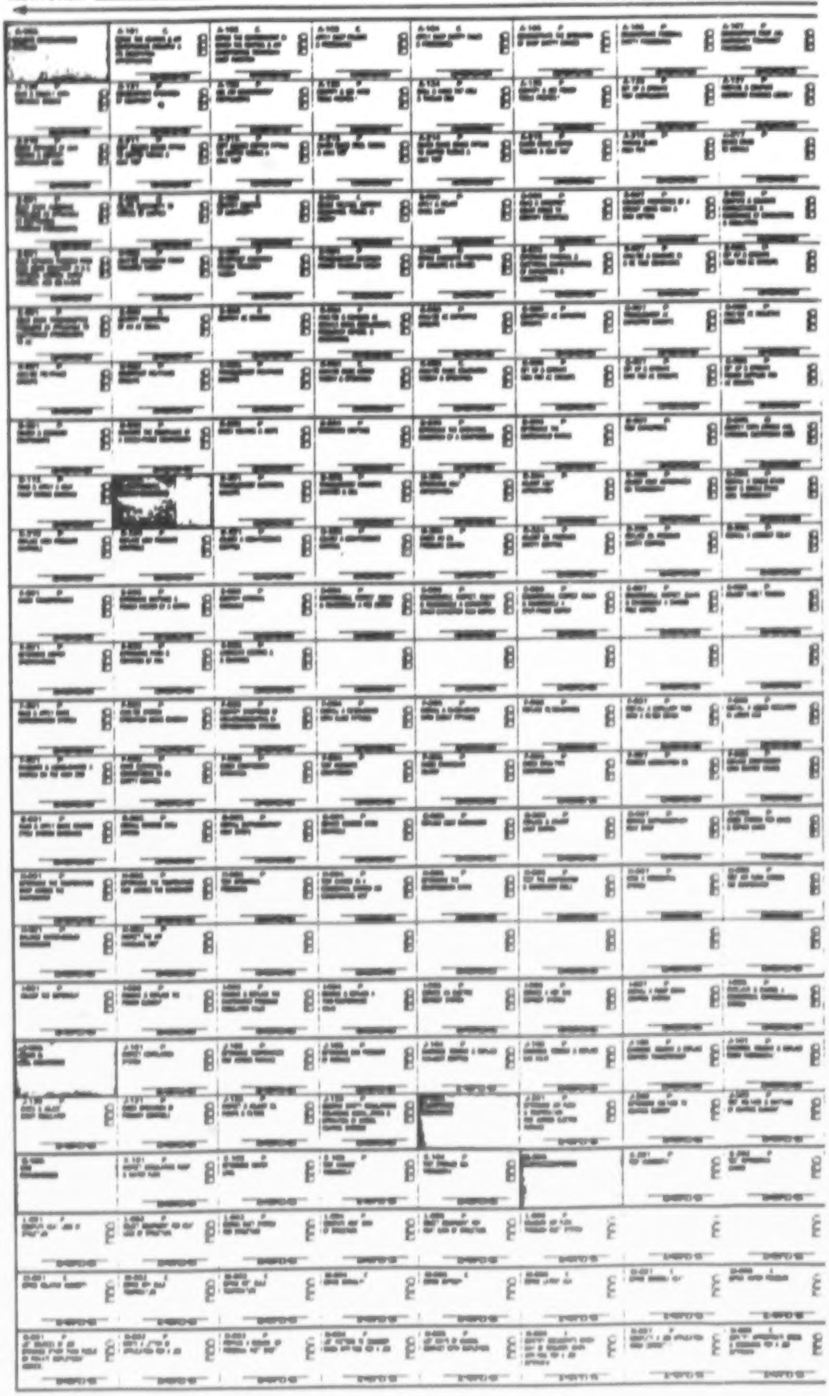
VOCATIONAL-TECHNICAL COMPETENCY PROFILE

NAME ____________ ADDRESS ____________ DATE STARTED ________

INSTITUTION ____________ INSTRUCTOR ____________

Categories

A	A BASIC ORIENTATION
B	B DC CIRCUITS
C	C AC CIRCUITS
D	D APPLIED ELECTRICAL SKILLS
E	E ELECTRIC MOTORS
F	F BASIC REFRIGERATION
G	G REVERSE CYCLE
H	H AIR CONDITIONING
I	I COMMERCIAL REFRIGERATION
J	J HEATING
K	K SPECIAL SYSTEMS
L	L HEAT GAIN, HEAT LOSS & DUCT DESIGN
M	M PSYCHROMETRICS & AIR PROPERTIES
N	N EMPLOYABILITY SKILLS



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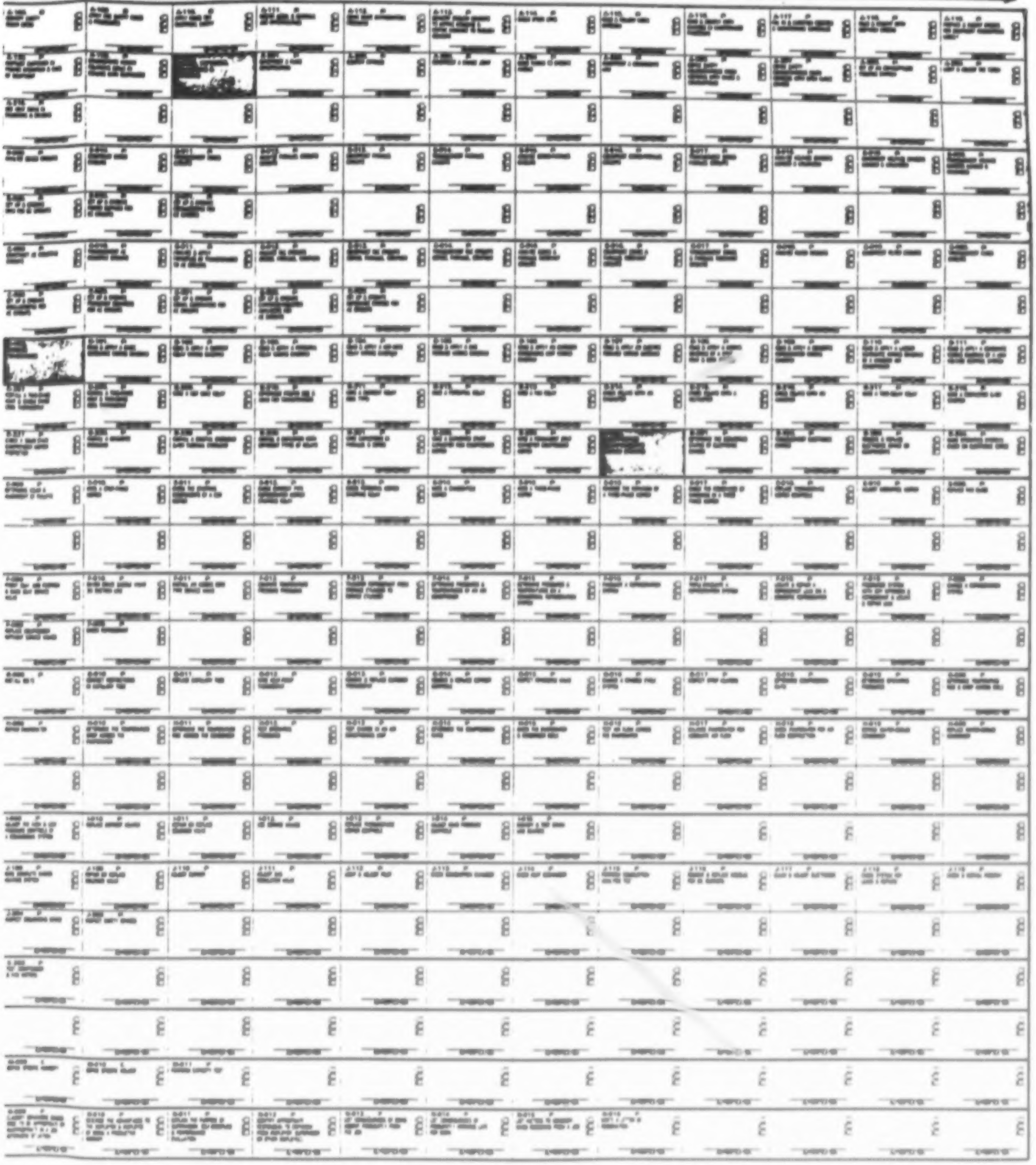
MERIT ACHIEVEMENT PLAN
(CAREER MAP)

Developed for use by Comprehensive High Schools,
Area Vocational-Technical Centers, and Community Colleges in Florida

Competencies



14. Conclusion

Approaching youth employment competencies systemically is the best path to travel for several basic reasons — it's logical, it's common-sensical, and, it works! There are those who will decry the more perceived than real structural and procedural "intrusion" into their "right to do anything they want." Most others will willingly accept this framework within which to exercise strategic, substantive, contextual, and sequential latitude at the local level. A systems approach provides a common-denominator effect that gives competency-based programming across the country a certain credibility, comparability, and consistency that, to date, has been missing.

The employment and training field under JTPA is "buying into" youth competencies and working hard to set up good competency-based programs. Over two-thirds of the states and territories have formed task forces focusing on various dimensions of the competency concept, with these groups being composed of persons from companies, schools, unions, PICs, SDAs, state staffs, community-based organizations, and project contractors. Approximately 400 SDAs — in cooperation with their local PICs — have solid, operative youth employment competency systems covering at least one of the three competency areas. Across the country, in-school and at-risk youth are being served because of the institution of the competency construct, despite fears of creaming. Establishing youth employment competency systems lets programs move beyond labels and assumptions to serve those most in need and capable of benefiting from participation. Projects can now identify the learning requirements of young people in relation to their desired post program labor market status, and address them within a continuum of activities couched in a hierarchy of career development.

Though a lot has been done, more remains to be accomplished. It could take 3-5 years to design, implement, and refine a comprehensive competency system. The "technology of competencies" (writing competency statements, instituting measurement instrumentation, formulating teaching methodologies, collecting and utilizing the data generated) must be set up within the context of the way programs operate, the target groups they serve, the results they seek, and the local circumstances they face. In order to avoid reinventing the wheel, necessary linkages must be forged. The partnership basis is often the only means to secure particular learning tools, hardware/software, equipment, materials, supplies, facilities, space, transportation and other support services, which are required to best assist young people in moving from school to work. Once developed, the groundwork is always there. Every so often, as programs change, systems will need to be reviewed and updated — probably at least once a year.

Due to the numbers of different organizational units under JTPA that are involved to some degree in youth employment competency systems, it becomes clear that many operational and administrative variables on the national, state, and local levels must be addressed. This document has started that process. While it has not created anything new, it has presented a different arrangement or order to ideas, factors, and functions that have been around for a while, but never in combination as a congruent whole. This document discusses what should be done to satisfy the requirements for a sufficiently developed youth employment competency system. It discusses what should and could be done to better serve young people in a competency-based mode. It has provided an extensive range of exhibits in a fairly flexible fashion to facilitate matching the appropriate resources with the right entities at the proper point in their evolution. If, perchance, anything in this document appears new, it is hoped that it becomes familiar — and even old — soon. Should that occur, its purpose would have been carried out.

The growth of the competency concept is a dynamic, not a static, process, requiring a commitment to extended follow-through. The underlying premise is that JTPA represents a revamping of the way young people are served by the employment and training field. For the first time, youth programs will be able to attest to the skills youth attain through a competency-based approach. The final measure, of course, is having young people obtain jobs, get into the military, join apprenticeship projects, be admitted to higher education, enter non-Title II training, or return to school.

It is probably best to close with an "optional," self-graded quiz. The questions are randomly selected, and touch only a small portion of the points covered herein. They should give a general sense of where one is, however. The quiz includes the following questions:

1. What is a "competency"?
2. List the major youth employment competency areas.
3. Define the term "benchmark."
4. Write a sample competency statement, and label its primary elements.
5. Indicate five reasons for using competencies.
6. What are the main types of measurement?
7. Differentiate "norm referencing" from "criterion referencing."
8. Define the terms "validity" and "reliability."
9. Explain the concept of "test bias" and list three forms it takes.

10. What is "computer managed instruction"?
11. What is "curriculum validity"?
12. Explain the meaning and impact of "teaching to the test."
13. How can the effects of subjectivity be mitigated in the measurment process?
14. Differentiate "cognitive," "affective," and "psychomotor."
15. Define "performance-based contracting" and indicate its role in competency-based employment and training programs.
16. What is the "hierarchy of career development"?
17. List the items to be included in a "curriculum abstract."
18. How can competencies help programs spend the 40% and combat "creaming"?
19. Differentiate state/local roles and responsibilities in the field of youth employment competencies?
20. List the components of a sufficiently developed youth employment competency system.
21. Explain the importance of certification.
22. Indicate the difference between "Completed Major Level of Education" and "Attained PIC-Recognized Youth Employment Competencies."
23. What constitutes minimally acceptable documentation to prove that gain occurred during the period of program participation?
24. What are the key accountability/decision-making points in a competency-based employment and training program?
25. List the criteria to be met in implementing the EDP process.

"BONUS" (Answer one of the following):

a. Select one of the major youth employment competency areas and explain the different programming options it presents, or
b. List the main youth positive termination categories and the JTPA youth program performance standards, or
c. Cite the sections of the JTPA law and regulations that directly refer to competencies by name, or
d. Define "JASR."

Finally, Systems Approach owes a special vote of thanks to several very special individuals, apart from the fulfillment of any official function. Without their love, support, and presence, this document would not have seen the light. As these words come to them, they will understand, feel, and smile. They are the ones who first trod the path, to make it better and easier for us to follow.

CHAPTER 2 - APPENDIX ITEMS

A. Arkansas Issuance 681

- re Youth Employment Competencies, 1/19/84, pp. 1-2

B. Georgia Definition 683

- re Youth Employment Competencies, 2/23/84, p. 1

C. New Jersey Planning Instructions 685

- re Youth Employment Competencies, 8/84, pp. 1-5

D. North Carolina Issuance 691

- re Youth Employment Competencies, 9/14/84, pp. 1-4

E. California Directive 695

- re Youth Employment Competencies, 4/10/85, pp. 1-4

F. Alaska Issuance 699

- re Youth Employment Competencies, 12/85, pp. 1-4

BILL CLINTON GOVERNOR
WILLIAM D. GADDY ADMINISTRATOR

ITEM 2 A.

ARKANSAS EMPLOYMENT SECURITY DIVISION
P.O. BOX 2981 • LITTLE ROCK, ARKANSAS 72203-2981

JTPA Employment Development - ESD
Issuance 84-22

TO: PIC Chairman, SDA Grant Recipients and State Grant Subrecipients

FROM: Sharon J. Robinette, Director

DATE: January 19, 1984

SUBJECT: Reporting Requirements for Youth who Attained Competencies as Recognized by the PIC

Purpose: Section 106 (b)(2) of the Act required "attainment of employment competencies recognized by the Private Industry Council". This issuance provides guidance for receiving credit for youth who have attained employment competencies as recognized by the PIC.

Background: On October 7, 1983, the Department of Labor published Issuance Number 3-84 which revised the definitions of the positive termination rate for youth and the cost per positive termination. The modified definitions take into account those youth who are reported on the JTPA Annual Status Report (JASR) under the "youth entered unsubsidized employment" and "youth employability enhancement" categories plus those youth who attained youth employment competencies as recognized by the PIC.

Because the concept of recognized employment competencies is relatively new and likely to vary among the areas, the Department of Labor has not defined this term and, therefore, cannot collect standardized data on it. Instead, the Department will analyze the types of employment competencies that the PICs recognize. This research will be used in any future modification of the performance standards or the JASR.

To the extent that the Governor determines that a service delivery area (SDA) has a youth competency system in place and that the PIC has recognized the employment competencies, the Governor may include terminees who have attained the PIC recognized employment competencies in the establishment and subsequent measurement of the two positive termination standards for youth (positive termination rate and cost per positive termination).

The JTPA Procedures Manual, Part VII - MIS, provides instructions for completing MIS records for participants who have attained employment competencies.

"AN EQUAL OPPORTUNITY EMPLOYER"

On November 10, 1983, the Governor's administrative entity provided each PIC chairperson, SDA Grant Recipient and state Grant Recipient with a Technical Assistance Guide to a competency approach.

Action Required: In order for an SDA to have an acceptable competency system and receive credit for attainment of youth competency as a positive termination the following must be in place:

1. A system that has been certifed by the Private Industry Council.
2. A system that assures participant assessment at program entry which determines the level of competency.
3. A system that assures services are chosen which remedy the identified deficiency and build upon strengths.
4. A system that assures assessment and training are compatible and work together to remedy competency deficits.
5. A system that assures records are maintained certifying attainment of competency.
6. In the competency area of job-specific skills, the PIC has established skill level guidelines for each occupational training activity funded in in its area.
7. Complete appropriate forms as outlined in the JTPA Procedures Manual, Part VII, for participants who have attained employment competencies.
8. The competency system has been outlined in the SDA's approved plan.

If you have questions on this matter, please contact your SDA liaison.

SJR:RP:bel

ITEM 2 B.

NOTE:

The following definition of an adequate youth competencies system was approved on February 23, 1984, by the Evaluation Committee of the Governor's Council on Job Training Coordination for recommendation to the State Council at the May 1984 Meeting.

Definition of an Adequate Youth Competencies System

The Governor is responsible for defining criteria for adequate youth competencies systems and for ensuring that SDAs which elect to develop a system meet the state-defined criteria. The factors considered in formulating the proposed definition are:

(1) Provisions of the Job Training Partnership Act and Federal Regulations.

(2) Experiences of youth competencies systems in other states.

(3) Georgia's concern that energy and dollars not be diverted from JTPA's primary goal -- preparation of youth and unskilled adults for unsubsidized employment.

Criteria for an Adequate Youth Competencies System

An adequate system includes:

(1) Development of the system in one or more of the following three competency areas identified by the Secretary of Labor:

  a. Pre-employment and Work Maturity Skills
  b. Basic education skills
  c. Job-specific skills

(2) PIC recognition of the youth competencies which are required for entry into the local labor market.

(3) Youth training programs which teach the competencies identified by the PIC.

(4) Assessment of client competencies at program entry to determine areas of deficiency and to identify the training needed by each client.

(5) Continuing measurement of client competencies using valid and reliable instruments and techniques.

(6) Development of a system for recording and reporting measurement results, including certification of the competencies attained.

Item 2 C.

INSTRUCTIONS FOR PREPARATION
OF
YOUTH EMPLOYMENT COMPETENCIES
PART II, SUBPART A, SECTION 3
OF THE SDA JOB TRAINING PLAN
UNDER THE JOB TRAINING PARTNERSHIP ACT

REQUIREMENTS FOR THE SUBMISSION OF YOUTH EMPLOYMENT COMPETENCIES

1. Purpose:

The purpose of these requirements is to enable the service delivery area to submit local Youth Employment Competencies as part of their PY 84-85 job training plan.

2. Youth Competency System:

The Commissioner of the Department of Labor is charged with the responsibility of ensuring the development of an adequate youth competency system. In order to include youth competencies in calculating performance standards, the system must include the following:

(1) PIC recognized youth employment competencies necessary to obtain entry-level employment in the local labor market;

(2) A training curriculum which is designed to teach the competencies desired;

(3) Measurement of client competencies using valid and reliable instruments and techniques;

(4) An efficient system for recording and reporting measurement results.

3. Effective Date For the Inclusion of Youth Employment Competencies in the Calculation of Performance Standards:

For SDAs who have submitted PIC recognized youth employment competencies by December 31, 1984 and received notice from the Department of Labor that their youth competency "system" is acceptable, the effective date will be July 1, 1984 through June 30, 1985. This will allow SDAs the opportunity to receive retroactive credit for individuals who have attained PIC recognized competencies since the beginning of Program Year 1984.

SDAs submitting PIC recognized youth employment competencies after December 31, 1984 and who have been notified of the acceptability of their YEC system by DOL, can take credit for individuals enrolled after the date of YEC submission.

4. Revisions to Youth Employment Competencies:

Revisions or additions to PIC recognized youth employment competencies may be submitted once each quarter following the quarter of initial submission.

Submit three (3) originals and five (5) copies to Mary Jane Meehan, Director, Division of Employment and Training, N.J. Department of Labor, 11th Floor, Room 1103, Trenton, N.J. 08625.

Part II. Program Services Narrative

Subpart A. General Plan Narrative - Overall Planning Approach

Section 3. Youth Employment Competencies

(a) Describe PIC involvement in the development and refinement of the SDA's youth employment competencies.

(b) Describe assessment procedures for youths before, during, and after training, which will be provided by the SDA or service provider.

(c) Describe procedures for documentation of assessment data.

(d) Describe means for providing certification of youths who achieve youth employment competencies.

(e) Describe method(s) for field testing and validation of youth employment competencies.

(f) Provide assurance that the ultimate goal of providing training in the SDA youth employment competency system is placement into unsubsidized employment.

(g) Complete Attachment A, "Recognition Sheet", with this submission and any future YEC revisions.

(h) Complete Attachment B, "Youth Employment Competency Work Sheet". This form must include competency area, competency, competency indicators and benchmarks required to determine the achievement of competency.

(i) Specify the number of competencies to be achieved by youth in each competency area before credit will be awarded for a positive termination.

RECOGNITION SHEET

YOUTH EMPLOYMENT COMPETENCIES

DATE: ____________________

The Chief Elected Official(s) and the Private Industry Council herewith submit Part II, Subpart A, Section 3, Youth Employment Competencies for the Service Delivery Area.

Accepted and agreed by the Chief Elected Official(s).	The attached Youth Employment Competencies have been recognized, accepted, and agreed by the individual named below on behalf of the Private Industry Council:
____________________ Typed Name of Chief Elected Official	____________________ Typed Name of PIC Chairman
____________________ Title	
____________________ Mailing Address	____________________ Mailing Address
____________________	____________________
____________________ Signature	____________________ Signature
____________________ Date	____________________ Date

YOUTH EMPLOYMENT COMPETENCY

WORK SHEET

COMPETENCY AREA	COMPETENCY	COMPETENCY INDICATOR	BENCHMARK

ITEM 2 D.

North Carolina Department of Natural Resources & Community Development
James B. Hunt, Jr., Governor
James A. Summers, Secretary

DIVISION OF
EMPLOYMENT
AND TRAINING

James R. Lott
Director

Telephone 919 733-6383

SDA ISSUANCE NO. 84-25

September 14, 1984

SUBJECT: Youth Competencies

PURPOSE: To transmit DET policy regarding youth competencies

BACKGROUND: Section 106(b)(1) of the Act establishes the basic measure of performance for adult training programs under Title II to be the increase in employment and earnings and the reduction in welfare dependency resulting from participation in the program. In order to determine whether these basic measures are achieved, the Secretary has prescribed standards on the basis of appropriate factors which may include: (A) placement in unsubsidized employment; (B) retention in unsubsidized employment; (C) the increase in earnings, including hourly wages; and (D) reduction in the number of individuals and families receiving cash welfare payments and the amounts of such payments.

Section 106(b)(2) authorizes the Secretary to prescribe performance standards for the evaluation of youth programs. In addition to the appropriate measures utilized to evaluate adult programs, this Section establishes the following youth measures: (A) attainment of recognized employment competencies recognized by the private industry council (PIC); (B) elementary, secondary and post-secondary school completion, or the equivalent thereof; and (C) enrollment in other training programs or apprenticeships, or enlistment in the Armed Forces.

As guided by their locally developed youth competency system, the SDA may separate/terminate youth as having attained PIC recognized competencies. In response to comments that DOL reporting requirements did not provide credit in those cases where youth participants attained PIC recognized employment competencies as a positive outcome, US DOL modified the definitions of "youth positive termination rate" and "youth cost per positive termination" in its JTPA Performance Standards Issuance 3-84 dated October 7, 1984(sic). These modified definitions account for those youth who are reported on the Job Training Partnership Act Annual Status Report (JASR) under the "youth entered

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unsubsidized employment" and "youth employability enhancement" categories plus those youth who attained youth employment competencies as recognized by the PIC.

The national performance standards model, adopted by DET, and the nationally developed adjustment methodologies presume the inclusion of terminees having attained PIC recognized employment competencies. DET has acknowledged the lack of fully developed youth competency systems for PY'84 and has provided a method to adjust standards for youth cost per positive termination and youth positive termination rate. (Reference SDA Issuance No. 84-6, Change No. 3). This method of adjustment continues to be a subject of discussion for the SDA Performance Standards Workgroup.

Section 629.46(a) of the implementing regulations calls for the establishment of a framework for the development of competencies. DET does not intend to restrict the range of competencies that a PIC recognizes for youth. However, DET must ensure that the outcome determination procedures used in connection with the competency statements are objective and universally understood. The system must be accurate and verifiable and include measurement procedures that are objective, clearly defined and provide reliable and valid indications of the SDA's effectiveness in preparing youth for employment. Also, because this system has a bearing on the measurement of the SDA's performance, DET must ensure that the procedures used by the SDA to assign the separation/termination code "youth attained PIC recognized competencies" meet certain criteria.

ACTION: Each SDA/PIC choosing to develop a system of competency statements must establish a local system that includes PIC recognition of youth competencies which are required for entry into the local labor market. When incorporated in the SDA's programs, youth comptencies should enhance local acceptance of JTPA programs and result in improved credibility. Participants should be better prepared to enter the local labor market after having been certified based on locally established standards.

The youth competency measurement system used by the SDA/PIC should be developed around objective standards of behavior (e.g. demonstrable skills, attitudes, knowledges, etc.). The SDA/PIC youth competencies must be:

1) written and clearly defined;

2) measurable (All competency statements must describe behaviors, attitudes, knowledges, etc.

in a way that can be accurately measured. Any testing/measurement of participant competencies must be conducted using valid and reliable instruments and techniques.);

3) related to entry behaviors, attitudes, knowledges etc. (Assessment of participant competencies must be conducted at entry to determine areas of deficiency and identify the training needs of each participant. The SDA must also assess the behaviors of youth leaving the programs and compare them with the standard of behaviors recognized by the PIC. These assessment procedures must be clearly written and provide the means for making objective and reliable judgements about whether or not to certify a youth as having attained PIC recognized competencies;

4) attained through JTPA participation (Only participants attaining PIC recognized competencies as a result of the program are to be included as a positive separation/termination. An SDA may not count any youth as a positive separation/termination in the category, "Youth attained PIC recognized competencies", who possessed the competencies recognized by the PIC upon entry into the program.);

5) inclusive of youth training strategies/curricula which teach the competencies identified by the PIC;

6) inclusive of a system for recording and reporting measurement results, including certification of the competencies attained; and

7) identified as falling in one of the following categories (a) pre-employment and work maturity skills; (b) basic education skills and (c) job specific skills.

Once developed, the SDA's Job Training Plan will be expanded , through administrative adjustment, to include the youth competency system. The SDA should provide a description of its competency system, including statements of the PIC recognized youth competencies that, if achieved by a youth, will result in the youth's outcome being counted as a "positive separation/termination". It should also include a description of how the competency statements will be used in determining whether the coding "attained PIC recognized competencies" is appropriate.

SDAs choosing not to develop a system of youth competencies should understand that DET's current policy of adjusting performance standards for lack of such a system will not extend into PY'85.

EFFECTIVE DATE: Immediately

EXPIRATION DATE: Indefinite

CONTACT: Mike Aheron/Barbara Bergman

James R. Lott

James R. Lott, Director

JOB TRAINING PARTNERSHIP OFFICE • EMPLOYMENT DEVELOPMENT DEPARTMENT
800 CAPITOL MALL • SACRAMENTO, CALIFORNIA 95814 • (916) 445-4546

GEORGE DEUKMEJIAN, Governor

STATE OF CALIFORNIA

ITEM 2 E.

JTPA DIRECTIVE

NUMBER: 85-2

ISSUE DATE: April 10, 1985

69:23/22:bh

TO: SERVICE DELIVERY AREA ADMINISTRATORS
PRIVATE INDUSTRY COUNCIL CHAIRPERSONS
JTPO PROGRAM OPERATORS
EDD JOB SERVICE OFFICE MANAGERS
JTPO STAFF

SUBJECT: EMPLOYMENT COMPETENCIES

Purpose:

This directive establishes policy and procedures for the development, documentation, and reporting of employment competencies as a performance standard for youth under the Job Training Partnership Act (JTPA). Policy and procedures contained in this directive become effective July 1, 1985.

The JTPA, Section 106(b)(2) states that the "Secretary shall . . . designate . . . attainment of recognized employment competencies recognized by the private industry council . . ." as one of the factors for evaluating the performance of youth programs.

This directive is to insure that those terminations reported as "attained employment competencies", reflect a reliable and valid indication of the Service Delivery Areas (SDAs) effectiveness in preparing youth for employment. Certain basic procedures must be followed for audit purposes and are outlined in the Procedure section.

The reporting of employment competency terminations is not mandated by the Department of Labor, nor by the State of California. The following procedures apply only if you plan to report employment competency attainment as a reason for termination of youth participants from your program.

Standards and Procedures:

Employment competencies must be approved by the PIC and must reflect measurable skills, attitudes, knowledges, and behaviors necessary for entry into the labor market. They must fall within one or more of the following categories:

- Pre-Employment Skills and/or Work Maturity Skills - Skills needed to look for, obtain, and retain a job.
- Basic Education Skills - Fundamental skills related to reading, writing, math, and communication needed to function on the job.
- Job Specific Skills - Skills normally required to carry out tasks of a specific occupation or cluster of occupations.

Employment competencies approved by the PIC must be written and clearly defined. All competencies must include:

- A description of the skills to be taught.
- The level of proficiency which must be achieved before the youth is reported as achieving employment competencies.
- The methodology which will be used to verify competency attainment.

If youth are to be reported as having attained employment competencies, documentation must be on file to substantiate that the participants attained the competencies as a result of JTPA participation. Participant files must include:

1. Pre-test/assessment documentation which substantiates that the individual did not have the employment competencies recognized by the PIC prior to JTPA participation.
2. Substantiation that the individual was enrolled in a JTPA activity to develop the competencies which were found deficient.
3. Post-test documentation which substantiates the attainment of the PIC recognized competencies.

Note: Pre-tests and post-tests may take any of the following forms:

- Pencil and paper tests taken by the participant;
- Oral questioning with documented responses;
- Work sampling with documented results; and
- Behavioral observation with documented findings;

Whichever format is chosen, the criteria used to establish competency attainment must be clearly defined and the methodology must be designed to provide objective results.

In addition, the SDA must maintain on file:

1. The employment competencies recognized by the PIC.
2. Verification that the PIC approved these competencies for use in their program.

The monitoring system must include procedures to insure that the pre-tests/assessments and post-tests are administered objectively.

Reporting

An "Employment Competency Attainment" termination:

1. May only be reported if the participant was age 14 through 21 at the time of enrollment into the JTPA program;
2. May only be reported once and only at the termination of the individual's JTPA participation; and
3. May not be reported in addition to another termination reason. (For example, if the youth attained employment competencies and entered unsubsidized employment, only the entered unsubsidized employment would be reported.)

Employment competency terminations should be reported on the JTPA Quarterly Status Report, Enrollment and Termination Summary (JTPA 10). For further information please refer to the instructions and sample form transmitted by letter to all Service Delivery Areas and Program Operators on June 25, 1984.

For those SDAs on the statewide MIS system, an employment competency termination is entered as Completion Code 31. On the JTPA Completion Notice, JTPA 60E2 Rev. 1 (11-83), write in "31 Attained Employment Competencies" on one of the blank lines under Completion Code 22 (see sample form attached). Revised forms will be issued which include a pre-printed entry for employment competency terminations as soon as the current stock is exhausted.

If you have any questions regarding information in this Directive, please contact your SDA Liaison.

George J. Dees

For TIM TAORMINA, Chief
Job Training Partnership Office

ITEM 2 F.

State of Alaska

Department of Community and Regional Affairs

Division of Community Development

JTPA Policy Issuance

Original
December __, 1985, Page 1 of 4

Subject: Youth Competencies

Reference: PL 97-300 Section 106(b)(2)(A), 20 CFR 629.46(a)

Cancellation: None

Purpose: To transmit the Governor's criteria for reporting Youth Competency positive terminations.

Procedures: The administrative entity and grant recipient for each Service Delivery Area must comply with these criteria in order to report positive terminations under the Youth Competency category.

This policy issuance is effective December ___, 1985. For further information, contact the Division of Community Development, Department of Community & Regional Affairs.

____
John Hope
Director
Division of Community Development

Introduction

The Job Training Partnership Act (JTPA) incorporates performance standards which reflect the accomplishment of overall program purposes. Sections 106 (b)(2)(A) of the Act and 20 CFR 629.46(a) enable the attainment of employment competencies recognized by private industry councils (PICs) to be part of the performance standards framework for all participants age 21 and under. Pursuant to Department of Labor/Employment and Training Administration Field MEMO 76-83, change 1, dated 10/7/83, youth-serving projects may receive credit for marketable skills acquired by young people between intake and termination. Service Delivery Areas (SDAs) may count as positive terminations, for purposes of calculating and reporting the positive termination rate and cost per positive termination, those youth who (1) attain the competency requirements set by the local PIC, and (2) terminate from a JTPA youth employment competency program which meets the requirements established in this issuance.

2. Reporting Definition

In order to report young people who have "attained PIC recognized youth employment competencies," enter on the quarterly participant information summary:

> "the total number of youth who, at termination, have demonstrated proficiency in one or more of the following three skill areas in which the terminee was deficient at enrollment: pre-employment/work maturity, basic education, or job specific skills. Competency gains must be achieved through program participation and be tracked through sufficiently developed systems that must include: quantifiable learning objectives, related curricula/training modules, pre and post assessment, employability planning, documentation, and certification."

Sufficiently developed system criteria only apply where localities intend to report competency attainment as outcomes for purposes of receiving credit for positive terminations and potentially obtaining performance standards incentive funds.

3. Competency Areas

In order to report a positive termination for the attainment of PIC recognized competencies, an SDA must establish a competency system which includes one or more of the following areas:

- Pre-Employment/Work Maturity Skills - Skills needed to look for, obtain, and retain a job, such as resumes, applications, interviews, punctuality, attendance, attitudes, and survival/daily living capabilities.

- Basic Education Skills - Fundamental skills related to functioning on a job, such as reading, writing, math, and communication.

- Job Specific Skills - Skills normally required to carry out tasks of a specific occupation or cluster of occupations.

SDAs shall determine what constitutes a positive termination in their own localities for each of these competencies as established. The contents of this issuance only apply to SDAs reporting attainment of youth employment competencies for positive termination credit.

The State of Alaska allows for multiple positive terminations for the attainment of youth employment competencies for special needs youth within the same competency area as long as different levels of proficiency are demonstrated on each occasion. For all other youth, multiple positive terminations for the attainment of youth employment competencies are allowed as long as a different competency area is achieved each time.

4. Systems

A sufficiently developed youth employment competency system must include the following structural and procedural elements:

1. PIC-recognized competency statements that are employment-related, quantifiable, measurable, verifiable, and offer proof of gain as a result of program participation.

   Employment competencies approved by the PIC must include a description of skills to be taught, the level of proficiency which must be attained before the youth is reported as achieving employment competencies, and the means of measurement which will be used to demonstrate competency attainment.

2. Assessment of participant need at the start of the program.

3. Employability development/individual education plans which use assessment results in assigning enrollees to appropriate learning activities and sites.

4. Focused curricula, training modules, or behavior modification approaches which teach the employment competencies in which youth are found to be deficient.

5. Evaluation of participant achievement at the end of the program.

6. Certification of youth employment competency attainment in the form of certificates to clients.

7. Documentation of intra-program learning gains achieved by young people through internal maintenance of enrollee files and external reporting of competency-based outcomes.

5. Related Concerns

Monitoring systems shall facilitate review of youth employment competency attainment at the local level.

All measurement procedures used in youth employment competency programs shall be as valid, reliable, objective, and free of bias as possible.

All SDAs shall maintain on file a copy of the operative competencies and evidence of approval by the PIC.

Program records must include documentation substantiating employment competencies attainment as a result of JTPA participation including:

1. Pre-test/assessment documentation which substantiates deficiencies in PIC recognized youth employment competencies that the individual possessed prior to JTPA participation.

2. Substantiation that the individual was enrolled in a JTPA activity to develop the competencies which were found deficient.

3. Post-test documentation which substantiates the attainment of the PIC recognized competencies.

4. A copy of the participant EDP and copies of all certificates awarded.

CHAPTER 3. - APPENDIX ITEMS

A. Employment Partnership of North Iowa, Mason City, Iowa 705
    o Employer Questionnaire for Youth Employment Competencies

B. State of Iowa 707
    o Business and Education Survey

ITEM 3 A.

Employer Questionnaire For Youth Employment Competencies

Name ______________________

Business ____________________

New Time ____________________

Date ______________________

SECTION 1

What is the nature of your business? ____

____

How many employees do you have in entry-level positions? Full-time ________
Part-time ________

What areas have the most entry-level jobs (i.e. maintenance, clerical, production, sales)? ____

What number of your current employees received their training or experience on the job? _______ In Technical School? _______ In High School? _______ In College _______ By other means? ______

SECTION 2

Would the applicant need to: (check all that apply)

Have a resume _____
Fill out an application _____
Take a skills/education test _____
Be interviewed _____
Have references _____

SECTION 3

An applicant who is successful and becomes employed in your business would display certain skills. Indicate the importance level of the following skills by circling the appropriate letter.

a) absolutetly necessary of an entry-level employee in order to succeed

b) desirable of an entry-level employee, but not necessary in order to succeed

c) unnecessary of an entry-level employee in order to succeed

1. Interest in your work and business. a b c

2. Punctual and consistent work attendance. a b c

3. Understand employer's point of view and expectations. a b c

4. Ability to accept constructive criticism. a b c

5. Ability to understand and follow instructions. a b c

6. Appearance/appropriate clothing, grooming, personal hygiene. a b c

7. Flexibility/willingness to adapt to various tasks and schedules. a b c

8. Ability to cooperate and assist co-workers. a b c

9. Ability to work under supervision. a b c

10. Ability to work alone. a b c

11. Initiative - listen, ask questions, start new tasks on own. a b c

12. Technical training in occupation. a b c

13. Basic reading skills - read and understand job description. a b c

14. Possess GED (General Education Development) diploma. a b c

15. Posses high school diploma. a b c

16. Ability to perform basic math skills (add, subtract, multiply and divide). a b c

17. Ability to calculate weights and measurements. a b c

18. Ability to perform fraction and decimal computations. a b c

19. Possess average oral communication skills. a b c

20. Possess average writing skills. a b c

21. Willingness to work hard. a b c

22. Prior experience in company's field. a b c

23. Knowledge of employer & specific job requirement. a b c

24. Other: ______________________________ a b c

____

Thank you for your time and interest.

ITEM 3 B.

BUSINESS AND EDUCATION SURVEY

Please take a few minutes to complete this questionnaire. Your prompt attention will provide valuable information about the educational system in Iowa. The answers you give are confidential and will only be used as part of statistical analysis — the sequence number in the upper right corner is used only to record the questionnaires that have been completed and returned. In addition, should you desire a copy of the summary of the findings, the number will be used to mail it to your business.

___ Please send a copy of the report summary to the business address on the outside envelope.

1. Of the following, which best describes your business? (Check one.)

   ___ Manufacturing
   ___ Retail
   ___ Service
   ___ Government
   ___ Other (please specify) ____________________

2. Of the following, which best describes your position? (Check one.)

   ___ President/General Manager
   ___ V-P Industrial Relations
   ___ Personnel/Human Resource Manager
   ___ Training Manager
   ___ Other (please specify) ____________________

3. How many employees do you hire annually for entry level positions? . . . . . ______ employees

4. Of these, how many are recent high school graduates with no post-secondary education? . . . . ______ employees

5. How many of these high school graduate employees had vocational training in high school? . . . . ______ employees

6. Which of the following best reflects the attitude of your business for hiring entry level employees? (Check one.)

   ___ Prefer to hire high school graduates with a general education background.

   ___ Prefer to hire high school graduates with vocational training.

   ___ Prefer to hire employees with post-secondary vocational training.

   ___ None of the above.

7. Typically, what is the total number of employees in your business? (Check one.)

   ___ 10 or less
   ___ 11 to 25
   ___ 26 to 50
   ___ 51 to 100
   ___ 101 to 250
   ___ 251 to 500
   ___ 501 to 1,000
   ___ 1,001 or more

8. Which category best describes the location of your business' primary facility? (Check one.)

   ___ in the open country
   ___ in a town of less than 2,500
   ___ in a town of 2,501-5,000
   ___ in a town of 5,001-10,000
   ___ in a city of 10,001-25,000
   ___ in a city of 25,001-50,000
   ___ in a city of 50,001-100,000
   ___ in a city of more than 100,001

9. In what county is the location of your business' primary facility? . . . . . . ____________________

We are interested in how the performance of high school graduate employees compares with all employees in general. Questions 9 through 50 deal with skills that may be desirable of *entry level employees at your business*. For each, please indicate the degree to which the skill: 1) is presently required; 2) is possessed by high school graduates with no post-secondary education; and 3) will be required in the future. Use the following 1 to 4 scale:

1 = to a considerable degree
2 = to some degree
3 = to a little degree
4 = not required

	Skills	1) Degree to which skill is presently required for all entry level employees	2) Degree to which high school graduate entry level employees possess skill	3) Degree to which skill will be required for all future entry level employees
10.	Read and comprehend job related material.......	______	______	______
11.	Interpret graphic or symbolic information (i.e., charts, schematics)......................	______	______	______
12.	Use source materials (i.e., directories, instruction manuals, periodicals).........................	______	______	______
13.	Perform basic calculations (+, −, x, ÷)...........	______	______	______
14.	Compute more advanced calculations (i.e., fractions, percentages, formulas)....................	______	______	______
15.	Use numerical values from charts, diagrams, manuals, tables...............................	______	______	______
16.	Are familiar with computer functions............	______	______	______
17.	Enter data into computer.......................	______	______	______
18.	Access information from computer..............	______	______	______
19.	Perform simple programming..................	______	______	______
20.	Perform word processing......................	______	______	______
21.	Write legibly................................	______	______	______
22.	Complete forms accurately (i.e., invoices, order forms, sales slips)...........................	______	______	______
23.	Write sentences in standard English (i.e., punctuation, spelling, syntax, word choice)..............	______	______	______
24.	Organize, select and express ideas in writing......	______	______	______
25.	Identify and correct errors in writing.............	______	______	______
26.	Express ideas clearly..........................	______	______	______
27.	Listen effectively............................	______	______	______
28.	Speak effectively to groups....................	______	______	______
29.	Speak with appropriate vocabulary/grammar.....	______	______	______
30.	Work well with co-workers......................	______	______	______
31.	Cooperate with clients/customers...............	______	______	______
32.	Are open and flexible to new ideas and methods...	______	______	______

1 = to a considerable degree
2 = to some degree
3 = to a little degree
4 = not required

	Skills	1) Degree to which skill is presently required for all entry level employees	2) Degree to which high school graduate entry level employees possess skill	3) Degree to which skill will be required for all future entry level employees
33.	Accept constructive criticism/supervision..........	____	____	____
34.	Exhibit leadership/initiative....................	____	____	____
35.	Understand supervisory authority and worker responsibility................................	____	____	____
36.	Construct, fabricate or assemble materials........	____	____	____
37.	Use job specific hand tools and instruments.......	____	____	____
38.	Operate job specific power equipment............	____	____	____
39.	Have keyboard skills..........................	____	____	____
40.	Plan and organize work activities...............	____	____	____
41.	Perform work activities according to plan.........	____	____	____
42.	Understand and utilize problem solving techniques (define problem, consider alternatives, review progress, evaluate for accuracy, summarize and draw conclusions, complete on time).................	____	____	____
43.	Suggest and/or make workplace improvements....	____	____	____
44.	Work with minimal supervision.................	____	____	____
45.	Adapt to different job assignments..............	____	____	____
46.	Maintain acceptable appearance................	____	____	____
47.	Keep work area clean and organized............	____	____	____
48.	Exhibit interest in business.....................	____	____	____
49.	Indicate interest in future career development.....	____	____	____
50.	Maintain punctuality..........................	____	____	____
51.	Maintain attendance...........................	____	____	____

52. Listed below are five areas which might be emphasized in high school. Please *rank order* their effectiveness in preparing a high school graduate for employment. Use 1 through 5, where 1 is the most effective and 5 the least. USE EACH NUMBER ONLY ONCE IN RANKING.

___ Specific occupational training (drafting, typing, computer programming, mechanics)

___ Employability skills (finding, securing and keeping a job, resume preparation, interviewing techniques, career development)

___ General education (reading, grammar, math)

___ Personal improvement (health and sex education, family living, driver training, citizenship)

___ Learning to learn techniques (reasoning, study habits, analytical ability, use of library, self-directed learning)

53. How helpful do you think career counseling in high school is to students in making career choices? (Check one.)

____ Very helpful

____ Somewhat helpful

____ Not very helpful

____ Not at all helpful

____ No opinion

54. Business and education may find it mutually beneficial to cooperate in a number of ways. If one assumes there are no conflicts with local statutes or union contracts, would your business be willing to: (Check one per question.)

	Yes, quite likely	Already have such arrangements	No, not likely
a. Allow equipment on your premises to be used for educational programs?	____	____	____
b. Donate equipment or money for educational programs?	____	____	____
c. Provide work experience to high school students for career decision making?	____	____	____
d. Provide work experience for public school instructors (part-time or summer job) to help them maintain up-to-date skills?	____	____	____
e. Provide work experience for guidance counselors to increase their awareness of the business world?	____	____	____
f. Provide awards and scholarships to students?	____	____	____
g. Allow your employees to assist teachers in the classroom or to serve on advisory committees?	____	____	____
h. Participate in the evaluation of educational programs?	____	____	____
i. Host class visits to your business?	____	____	____
j. Provide awards and scholarships to educators?	____	____	____

55. Please indicate any problems that your business has experienced or that you think may make it difficult for business and education to cooperate. (Check all those which apply.)

____ Schools are not interested in working with business.

____ Business is not interested in working with schools.

____ Conflicts or disagreements on goals.

____ Leadership problems.

____ Conflicts or disagreements on policies and regulations.

____ Resources (time, people or equipment) cannot be spared from business operations.

____ Inflexible schedules.

____ Have not experienced nor expect any problems.

Thank you very much for your cooperation. Please return the questionnaire in the postage-paid envelope.

CHAPTER 4. - APPENDIX ITEMS

A. Answers for Performance Objectives Quiz in Display 8 (refers to page 50) 713

ANSWERS FOR PERFORMANCE OBJECTIVES

Performance Objective 1: C is the appropriate test to give the students because the performance objective states that the student will name and identify the major clutch parts.

Performance Objective 2: A is the appropriate test to give the students because the performance objective asks the students to identify on sight the plants and to list the environmental conditions.

CHAPTER 5. - APPENDIX ITEMS

A. Rock Island, Illinois

- o Employability Development Plan 717

ITEM 5 A.

Employability Development Plan and Record (EDP)
ROCK ISLAND COUNTY CETA

TO BE COMPLETED BY APPLICANT:

Full Name ______________________________ Today's Date ____________
Last First Middle

1. WORK HISTORY - List your last three jobs:

Employer ______________________ Phone No. ____________
Address ______________________________
Date began ______________ Date left ______________
Job title ______________ Supervisor's Name ______________
Reason for leaving ______________________________

Employer ______________________ Phone No. ____________
Address ______________________________
Date began ______________ Date left ______________
Job title ______________ Supervisor's Name ______________
Reason for leaving ______________________________

Employer ______________________ Phone No. ____________
Address ______________________________
Date began ______________ Date left ______________
Job title ______________ Supervisor's Name ______________
Reason for leaving ______________________________

2. a. What things did you like most about your past jobs? ______________________________

b. What things did you dislike most about your past jobs? ______________________________

3. Education History:
a. Highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12
b. If less than 12, did you obtain your GED? _____
c. Post High School? _____ If yes, what subjects did you take? ______________

4. Enter specific occupational skills or training you have obtained either through work, training, or on your own. Include anything that might help you get a job now, or in the future. ______________________________

10/1/81

FOR CETA STAFF ONLY:

5. Assessment Information

a. Assessment Instruments given: ☐ GATB ☐ TABE ☐ 16PF ☐ KUDER ☐ WRAT
☐ CISI ☐ HOLLAND ☐ PAYES ☐ CAI ☐ STRONG-CAMPBELL
☐ Other__________

6. Counselor observations in the following areas:

a. What is applicant's stated reason for applying for CETA?______________________
____

b. Describe previous work experience/work performance. Is it sufficient to indicate that applicant has developed good work habits?______________________
____

c. Describe basic educational skills:______________________
____

d. Describe applicant's attitude, appearance, interactions, and other social skills necessary to obtain/retain employment. Are these adequate?______________________
____
____

e. Describe applicant's occupational skills. Are they adequate, out-dated, limited, etc?
____
____

f. Describe any barriers to employment, such as physical limitations, supportive service needs, age, alcoholism, offender status, substance abuse, etc:______________________
____
____

g. Has applicant reported for interviews/assessment, etc., as scheduled, on time?
____

h. Describe applicant's knowledge of the job market, including knowledge of career information and job search skills.______________________
____

i. Has the applicant worked within the last 12 months with any other agency? Describe:
____

j. Has the applicant ever been in a subsidized employment/training program before?______
If yes, describe program and results:______________________
____

k. Other comments:______________________
____
____

7. If no CETA involvement is recommended at this time, comment here. NOTE: CETA opportunities are limited. Program openings are not always available. Also, there must be evidence of ability to participate successfully and obtain employment.
____
____
____

8. The EDP must be reviewed with each participant and updated a minimum of every 60 days while the participant is active in a CETA program.

Date Reviewed	Change, if any (otherwise enter none)	Counselor's Initials

EMPLOYABILITY DEVELOPMENT PLAN (EDP)

9. Short Term Employment Goal (2 years or less) ______________________

   a. Brief description of occupation ______________________

   b. Qualifications required for entry level ______________________

   c. Employment outlook (locally and nationally) ______________________

   d. Expected pay range ______________________

   e. Is the employment goal consistent with interest/abilities/financial requirement/and time allowed in CETA? ______________________

   If not, describe ______________________

   ____

10. Secondary or future employment goal(s) ______________________

11. Steps to reach short term employment goal (include all planned CETA program activities, and non-CETA activities such as assessment, career exploration, job search, employment, training, etc.)

Activity	Start Date	End Date	Expected Outcome	Date Completed

12. Support services needed/recommended: Child care, transportation, emergency assistance, special counseling, follow-up, agreement to enter or continue involvement with another agency.

Activity	Source	Date	Result

13. I have discussed the above plan with my CETA counselor and am in agreement with this plan. I am willing to make the necessary effort to carry it out within time agreed. I understand that my refusal or failure to complete activities above will result in my termination and will prevent me from obtaining CETA services for two years. I also certify that I have received a copy of the Employability Development Plan. I authorize the following agencies/person to receive a copy: ______________________

______________________ ______________________
Participant Signature Date

______________________ ______________________
Counselor Signature Date

CHAPTER 6. - APPENDIX ITEMS

A. United States Employment Service 723
  o "The Hierarchy of Career Development"

B. Tri-County Consortium, Rock Island, Illinois 735
  o Overall Curriculum Outline, with selected units on Values Clarification, Employer Expectations, and "The First Day on the Job"

C. New York State Division for Youth 743
  o. Assertive Communication Lesson Overview and Delineation

Item 6 A.

The Hierarchy of Career Development

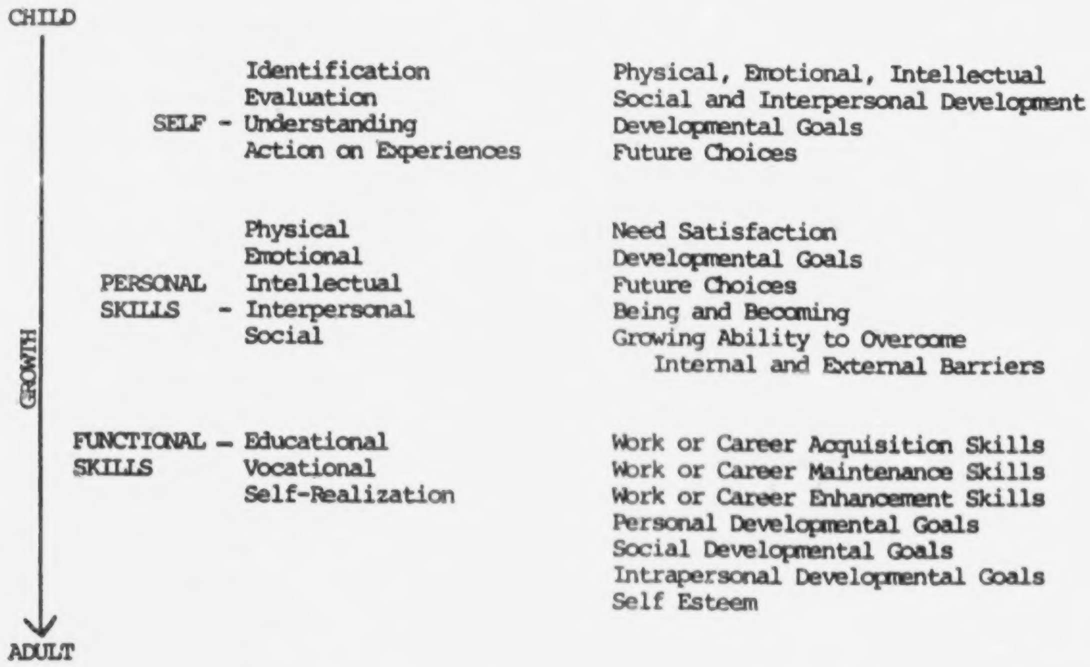
Our work with job search counselees, employability counselees, recession-displaced workers, youth, older workers, women and veterans seeking second or new careers, has lead to the development of the hierarchy of career development. This hierarchy is developmental in nature and we propose that you use it as a guide in your assessment interventions as well as a guide to facilitate counseling geared to helping counselees realize and develop their potential.

This hierarchy is geared to employment, employability and career development counseling. Each counselee, whether a high school dropout, a young or delayed labor market entrant, a member of a special applicant group, or mature worker, is functioning at one of the sixteen levels in the four career stages. Since we are not in the business of career education we did not include career development stages that begin in childhood. The hierarchy includes choice, change and career enhancement when employment counseling can contribute to advancement and enhancement. Quality placement is the ultimate goal, including extended duration of employment and increasing job satisfaction.

This approach recognizes the facilitation of growth as well as work adjustment. It is counselee-centered in that it is flexibly individualized to where each counselee is at the moment and the counselee is guided in self-assessment and goal-setting leading to self-direction. That is--to the extent possible within employment counseling--the counselor is a facilitator of exploration and understanding. It is behavioral in some aspects of assessment and the development of appropriate courses of action.

Before we suggest a systematic hierarchy of career development that you can use as a guide to assessment interventions, let's review briefly the lifetime process focusing only on key elements of career development.

FIGURE I - A LIFETIME PROCESS



CHILD

GROWTH

ADULT

SELF - Identification
Evaluation
Understanding
Action on Experiences

Physical, Emotional, Intellectual
Social and Interpersonal Development
Developmental Goals
Future Choices

PERSONAL SKILLS - Physical
Emotional
Intellectual
Interpersonal
Social

Need Satisfaction
Developmental Goals
Future Choices
Being and Becoming
Growing Ability to Overcome Internal and External Barriers

FUNCTIONAL SKILLS - Educational
Vocational
Self-Realization

Work or Career Acquisition Skills
Work or Career Maintenance Skills
Work or Career Enhancement Skills
Personal Developmental Goals
Social Developmental Goals
Intrapersonal Developmental Goals
Self Esteem

The individual progresses from non-differentiation in early childhood to systematic development beginning in the family group and accelerating in school. Recently school curriculums have included career education even in the primary grades. In the early school years career learnings are presented on a vicarious level, but some "show and tell" is included. In most middle and upper middle class families, as they function in the total milieu, children learn of their potentials; and to some extent they are taught to be aware of and enhance their personal growth. Many models are available to these children, and as they grow they learn problem solving and decision making skills. From many sources they obtain knowledge of educational opportunities and the world of work. Passing through increasingly complex stages they participate in vocational and educational experiences which lead to increased self-confidence and vocational exploration. Implicit in this development is the identification of areas of strengths that may be successfully applied to vocational and career tasks.

Murphy (1976), writing on coping and vulnerability in children, discussed the differences in growing up poor in working class neighborhoods in smaller cities and towns compared with growing up poor in large metropolitan areas. In Topeka, Kansas, it was easy to identify the poor and working class parents in the work surroundings, but in community life and recreation the parents mingled, pursued the same recreations and participated in the life of the community. She also related the fact that among the poorer people there appeared to be more creative fathers who made toys and backyard playthings out of what was available. In such a setting there is an opportunity to acquire the necessary vocational behaviors and learnings.

Noeth, Roth and Prediger (1975) reported on a national sample of approximately 32,000 eighth, ninth and eleventh graders in 200 schools in thirty-three states who completed the "Assessment of Career Development" (ACD) in the spring of 1973. Some of the findings were:

> More than 90 percent of the 11th graders indicated they have discussed occupational choices with a parent, relative, or guardian. However, 41 percent said they have never talked with workers in the jobs. ..A similar proportion (42 percent) said they had never talked with a counselor or teacher about the relationship between the jobs they were considering and their goals, interests, and abilities. In a more general vein more than two-thirds never took a course that surveyed the world of work or some portion of it; about 40 percent never read a job description from the guidance office or library files;... (p. 211)

They briefly summarized key findings related to what students say about their career development--their perceived needs for help and their reactions to school guidance services:

> 1. More than three-fourths of the nation's high school juniors would like help with career planning.
> 2. More girls than boys would like help with career planning.
> 3. Ranking second, after help with career planning, is the desire for help with finding after-school or summer work. Discussing personal concerns ranked 8th of 9 needs surveyed.
> 4. Nearly 85 percent of the 11th graders said they can usually or almost always see a counselor when they want. Yet, half of the 11th graders said they received little or no help with career planning from their counselor or their school, and an additional 37 percent indicated they received "some help." Only 13 percent said they received a lot of help. (pp. 216-217)

The findings reported above are important to employment counselors.

> What students have (and more often have not) done about career exploration and planning as well as their lack of knowledge about the world of work and the career planning process attest to their need for increased assistance... The one-to-one counseling model for helping the student choose a career must be reoriented to include what is known about how careers develop through time and broadened to build on the resources and experiences available in the classroom and community. (p. 217)

Considering the large numbers of youth served in employment offices in light of the above findings, the "test and tell" approach will not be appropriate or very adequate with many youth. They should be receiving developmental career counseling from employment service counselors. This does not mean that you will stay with them until they establish a career; but that you involve them in career development activities that are intense, specific and sequential. Your activities may be the beginning or acquisition stage, or they may come to you after they have tried several jobs but with no career growth. Whatever the situation, when it is needed they should be helped to understand the development process and leave with a career development plan, of which your referral to a job or training may be only the immediate or an intermediate goal. This applies to job search as well as employability counselees.

The hierarchy was strongly influenced by the research of Oetting, Cole and Miller (1974) and their colleagues at the Colorado State University Experimental Manpower Laboratory. This was particularly true in those aspects dealing with disadvantaged job seekers. Their work in job acquisition and job maintenance points to the need for better assessment in these areas and in the area of environmental assessment. Since their work was done under Department of Labor research grants, they have given us permission to use or adapt their work in ways we deem necessary.

Figure II

THE HIERARCHY OF CAREER DEVELOPMENT

CAREER STAGE		LEVEL		SUCCESSFUL OUTCOMES
CAREER ENHANCEMENT	16	SOLIDIFIES POSITION Expert or Consultant	↑	Self-Realization
	15	Top Position, New Career or Community Leadership	SELF-ACTUALIZATION	Successfully applies career learnings as a leader.
	14	Increases Risk Taking Behaviors	↑	Growth, achievement, recognition, Expanding Opportunities
	13	Seeks Fulfillment and Personal Meaning in Career		Seeks out and participatesin personal, community and career growth.
JOB OR CAREER ADVANCEMENT	12	Career Maturity	INTERDEPENDENCE	Fully functioning and satisfied with career. Intensifies skills
	11	Job or Promotion Getting	↑	Obtains promotion or new job.
	10	Advancement Readiness		Applies for promotion or new job
	9	Orientation for Change	HUMAN RELATIONS SKILLS	Motivated to seek responsibility and improvement.
JOB OR CAREER MAINTENANCE	8	Skilled Performance and Job Satisfaction	↑	Solidifies long term employment
	7	Human Relations, meets Personal Needs in Work Environment		Personalizes feelings and meanings related to work and staff.
	6	Entry Level Performance, Some Satisfaction with Work	INTERPERSONAL SKILLS	Improved skills and performance employed beyond probation period.
	5	Job Conformance and Adaptation		Demonstrated survival and adaptation skills.
JOB OR CAREER ACQUISITION	4	Job Getting	↑	Obtains job or position training
	3	Job or Career Readiness	COMMUNICATION SKILLS	Applies for job or enter training, education, or on-the-job training.
	2	Basic Career Seeking		Identifies job or career goals and developmental pathways.
	1	Work Role Identification		Motivated to seek work or a career.

Adapted from The Hierarchy of Career Adjustment, Oetting, Cole and Miller (1974)

Summary of the Hierarchy of Career Development

There are sixteen levels used to define job or career development (See Figure II). As in other approaches to work adjustment and career development, it is generally assumed that career development consists of stages or levels in a step by step progression. Each level is defined by behaviors or tasks characteristic of that level and by successful outcomes associated with completing that developmental level. As individuals progress through the levels, there are demands for increased communication and interpersonal skills. Failure to develop these skills appropriate to each career level often negates the predicted successful outcome. As the individual masters the vocational behaviors and learnings needed in each level, there is an increasing need for improved human relations skills. In some occupations interpersonal skills must be upgraded rapidly to human relations skills, particularly in occupations calling for one-to-one or group contact with people. Retail sales is an example of one work group where this applies. Observe the interpersonal skills of the sales people you deal with. Do you make purchases of items for which you do not have a pressing need if the salesperson has a low level of interpersonal skills? On the other hand, you will find some rare individuals who master human relations skills. These are the sales persons who sell you the big items you did not know you wanted or needed. Self realization may occur at the second or third stage, depending on the goals of the individual, but the freedom and autonomy of self actualization usually occur only in the Career Enhancement Stage.

Oetting, Cole and Miller (1974) explained their hierarchy in Vol. II of their seven volume report. Any page references will refer to this volume. The four stages in both hierarchies are:

> A. Acquisition Group. The steps related to preparations to enter a career or actually working on a job.
> B. Maintenance Group. The sequential steps related to holding a job or career entry.
> C. Upgrading Group. The sequential steps related to vocational development beyond entry level jobs.
> D. Enhancement Group. The steps related to developing personal meaning and fulfillment in a job or career leading to continuing growth and effectiveness in life. (p. 4)

The Acquisition and Maintenance Groups are the levels you will encounter most in your counseling. These are the levels where the disadvantaged, new entrants, and special applicants encounter the most difficulty and frequency of failures. It is for individuals in these groups that you must be able to assess where they are in the hierarchy and involve the counselee in exploration of resources available and skills that need to be developed. Concurrent with the exploration you must help the counselee become aware of his/her own needs, interests, attitudes, values and abilities in relation to the proposed entry into the world of work.

Job or Career Acquisition

Level 1 Work role identification. A basic orientation toward wanting to work or seek a career. That is,a value orientation toward work (positive or negative).

Level 2 Career seeking skills includes the basic career seeking skills such as job or career information seeking, decision making skills, goal setting and planning skills, and the skills to choose from alternatives to identify job or career goals.

Level 3 Job or career readiness. A complex developmental level which involves the development of a variety of skills, knowledge and abilities, and an understanding of their values in relation to specific work environments. The individual has acquired the basic skills needed for job entry. An increased awareness of self, as well as the possession of communication, social and interpersonal skills appropriate to the level of job entry are needed.

Level 4 Job getting skills. Developmentally, job getting is seen as a very specific set of skills. These are applying directly to an employer, filling out an application, and taking an interview. (p. 85) Also included are job information acquisition behaviors, contact skills, and interviewing behaviors (including answering problem behaviors in an interview), appropriate assertiveness, and interview closing behaviors.

Maintenance Levels

Level 5 Job conformance and adaptation. Conformance and adaptation to the various requirements of the job. Included are adaptation to the work environment, supervision, fellow workers, expectations of making a contribution, recognizing that development on the job takes time, learning and adapting to subtle traditions and unwritten rules and regulations, and making a cultural transition to the work environment. Feifer identified eight behaviors that contribute to adaptation as follows: (1) Notifying the appropriate person whenever the trainee was going to be absent; (2) arriving at work on time; (3) asking for more work; (4) staying at the work site; (5) asking questions whenever instructions or directions were not clear; (6) responding appropriately to instructions, orders and criticisms; (7) avoiding unnecessary disruptions and not disrupting the work of others; and (8) proper care of tools and equipment. (Vol. II, pg. 52)

Level 6 Entry level performance and satisfaction. Entry level performance and satisfaction with the work environment. Included are specific job skills along with basic work skills that are common to most jobs. Basic work skills include: the ability to listen and follow directions; asking questions to clarify directions or instructions; altering the pace or speed at which a person works to comply with the work norms of other co-workers; staying at a work site; asking for additional work whenever a job or task has been completed; and providing proper care of tools and equipment.

Work adjustment at this level requires that the disadvantaged worker experience at least a minimal amount or degree of satisfaction from the work he/she is doing. Job satisfaction is achieved when the work is seen as worthwhile and important, good work is recognized, the worker can make decisions, and co-workers are cooperative. Skill level, along with adequacy of supervisory communications, training received, promotion policies, and feelings about a career with the firm concerned. (Continuity of Service Handbook, p. 57)

Level 7 Human relations skills. Includes the ability to personalize feelings and meanings related to work and co-workers or staff. Support and encouragement is sought from co-workers and supervisors. Emphasis is on improving interpersonal relations.

Level 8 Skilled performance and job satisfaction. Effective performance of job tasks leading to increased self-esteem. Feeling competent, the worker is able to meet some personal needs through the job or position.

Advancement levels

Level 9 Orientation for change. At this level the individual has acquired greater flexibility and adaptability and is motivated to seek greater responsibility and job or position improvement.

Level 10 Advancement readiness. At this level the individual is personally motivated to actually apply for promotion or a new job which further enhances self-esteem and competence, increasing autonomy and control of work, and increased sharing of recognition and rewards associated with the work. New challenges are sought.

Level 11 Job or promotion getting. Obtains promotion or new job and actively engages in maintenance of the new job or position. As Oetting, Cole and Miller state:

> Upgrading has been viewed as cyclical in that a person may repeat the cycle many times. Unlike the earlier stages of the hierarchy that tend to occur sequentially, the levels of the upgrading cycle are more likely to be continuously interacting. (Vol. II, pg. 7)

Level 12 Career maturity. This is a level of high performance, high job satisfaction and satisfactoriness to employer. The individual performs on a fully functioning level and is motivated to acquire the learnings and skills needed to keep up-to-date. Many individuals at this level move from production and technical work into administration, thus renewing the upgrading or advancement cycle.

Enhancement levels

Level 13 Fulfillment and personal meaning. Having found career maturity, individuals at this level seek out and participate in opportunities for personal and career growth and community service.

Level 14 Increased risk taking. Maturity and full participation leads to recognition, higher levels of achievement. Individual takes risks to expand opportunities and find new uses for career work.

Level 15 Top position, new career, leadership. Individuals in this level successfully apply career and personal learnings as leaders interested in motivating others to behave in responsible and creative ways. Expertise is used to instigate meaningful change. Personal growth and expansion occurs as the individual plans and directs institutional and organizational development, development in various aspects of improving the total community.

Level 16 Solidifies position. Career and personal goals have been accomplished, career self-realization has occurred. Expertise is applied as a consultant in career and related fields. Self-actualized in most areas of living and being,the individual on this level seeks opportunities to be truly creative. Having mastered one or more careers and inner development, the rare individual who attains this level will seek spiritual development, new fields to conquer, or increased service to other humans.

Individuals functioning at this level will rarely if ever need the counseling services of an employment counselor. They are leaders in their fields or careers and any contact will be on an advisory or consultant level as they instigate new projects or reorganize businesses and institutions. If for any reason they decide to change careers, they have all of the skills of the prior developmental levels. Any counseling is more likely to involve primarily information seeking activities. Periods of economic recession which result in management or professional staff cutbacks may cause some of them to regress to lower levels in the hierarchy with prolonged unemployment. Counseling then would involve personal as well as career information counseling. (See "Assessment of Career Maturity," pp. 142-152)

The stages and levels are not linked to particular ages; they are more a matter of opportunities in the individual's socioeconomic environment. There are always exceptions. Some individuals from poor environments will seek out sources of self learning and make use of opportunities others in their group did not perceive. Oetting, Cole and Miller indicate that adjustment at any one stage appears to set the limiting conditions for adjustment in subsequent stages (p. 9)

> While failure at any stage affects further development to some extent, it does not necessarily block it completely. Poor job readiness can lead to poor selection of employment and poor skills in job getting, but it is still possible for people to be employed and learn something of job maintenance skills even though acquisition skills continue to be weak and underdeveloped. Failure for any reason at any level drops the person back to a lower level on the hierarchy. The lack of adjustment at any level affects work adjustment at higher levels, but if the individual can then work through that level, it is possible to progress very rapidly through other levels and move to a higher stage of work adjustment. If not, gaining another job only leads to another poor choice, likelihood of another failure, and return to a lower level of adjustment again.
> (Vol. II, pg. 10)

Assessment in the Acquisition Stage

IMPLICATIONS OF THE CAREER DEVELOPMENT HIERARCHY IN EMPLOYMENT COUNSELING

If employment counselors are to help their counselees achieve positive career outcomes, they must learn to assess the total person and the environment the individual is, or will be, functioning in. Counselees must be helped to identify their strengths, resources (personal and environmental), expectations (realistic and unrealistic), values, interests, aptitudes, reality testing ability, risk taking ability, goal setting abilities, and the individual's commitment to occupational or career development and enhancement. Internal barriers and external barriers must be explored to help the individual see how they impact on the various aspects of his/her career development goals and aspirations.

The concept of skills must be broadened beyond the intellectual, physical and technical skills needed for an occupation or career. Focus must also be maintained on the personal, social and emotional skills that are vital to the individual's progress in the career development hierarchy. The absence of these latter skills contribute to much of the occupational and career floundering that employment counselors encounter. Counselors must be able to identify the floundering as healthy or unhealthy. You will encounter individuals who are floundering in a healthy manner;

that is, they are meeting more pressing needs at the moment and at the same time they are acquiring some career development skills that will help them as they move on in work life. Floundering will be fully discussed later in this section.

Flexibility must be stressed in both your individual and group assessment and counseling. Whenever possible counselees should be involved in self-assessment, even if this means that you occasionally have to teach a counselee to use self-assessment techniques. Counselors who rely on a brief verbal interview, interest and aptitude test interpretation, should not be surprised at two outcomes: (1) the counselee fails to report to a job referral and does not reply to follow-up; and (2) the counselee goes on many job interviews but is not hired. Often counselors blame such outcomes on the counselees. The real problem was that the counselor had no idea where the counselee was really functioning, and what needs patterns were operating to interfere with job acquisition. Exploration and understanding were incomplete and the action (job referral) inappropriate at the time. The element of luck would have to be operating on a high level for some of these counselees to be hired, and on a much higher level for them to find job satisfaction.

Gear your assessment methods and techniques to the level on which the counselee appears to be functioning. Vary them according to your perceptions of the counselee and his/her world. Seek out and learn new assessment techniques and methods which are appropriate to the counselees you serve. On the pages that follow we will explore each of the levels in the career development hierarchy from an assessment point of view. You will find some overlap with information in other handbooks in your training program and in the listing of tools you will be referred to other handbooks for materials already presented.

Assessing Work Role Identification - Level 1

Oetting, Cole and Miller (1974) included work role identification in their hierarchy of work adjustment and indicated that this was the basic level. Although their work was geared to the disadvantaged, we feel that employment counselors encounter non-disadvantaged counselees who have not developed a work role identification. Consider the following definition from Oetting, Cole and Miller:

> Work Role Identification is the view of oneself as a working person. It involves expecting to work, seeing oneself as a working person, finding satisfaction in working, and not using other forms of financial support when working is possible. Without such identification there is little motivation to work at all, jobs may be held only for extrinsic reasons such as a temporary need for money, and the person may choose alternatives to working whenever possible. (Vol. II, pp. 77,78)

ITEM 6 B.

INTRODUCTION..45 Minutes

- A. Explain the Program
- B. Expectations of the Participant's
- C. Employer Expectations
- D. Safety Tips

I. Understanding Yourself..1½ Hours (2 sessions)

- A. Who Me
  - 1. Identifying some of your strong and weak points
  - 2. Identifying your social interests
  - 3. Choosing your work environment
  - 4. Analyzing your past work experience
  - 5. Analyzing your own behavior
  - 6. Planning your future/How one goes about planning a career

II. Self Improvement..1½ Hours

- A. Personal Grooming
  - 1. Learning the elements of good grooming
  - 2. Your wardrobe

III. Perception and Interpersonal Relations.....................................1½ Hours

- A. Definition of Perception
  - 1. Defining Perception
- B. Incident Illustrating Perception and Interpersonal Relation

IV. Communication..1 Hour

- A. Personal Factor Affecting Communication
  - 1. Communication Skills Survey

V. Value Clarification and Goal Setting.......................................2 Hours

- A. Definition of Value
- B. "I can't, I won't"
- C. Pie of Life

VI. Resumes/Data Sheet/Letter of Introduction................................2 Hours

- A. Resumes
    1. The purpose of Resume
    2. Resume Format
    3. Resume Check List
    4. Key Resume Words
    5. Writing a Resume
- B. Personal Data Sheet
    1. The Purpose of Personal Data Sheets
    2. Data Sheet
- C. Letter of Introduction
    1. Purpose of Letter of Introduction
    2. Sample Letter of Introduction
    3. Writing an Letter of Introduction

VII. Application Form..1½ Hours

- A. Rules to Follow in Completing Form
- B. Terminology
- C. Practice Form

VIII. Sources of Employment...1 Hour

- A. Where Do you Look for a Job?
    1. Want-ads
    2. Job Service
    3. Yellow Pages (telephone directory)
    4. Personal Contacts
- B. Telephone Techniques

IX. Interviewing Techniques...2 Hours

- A. Interviewing
    1. Do's and Don'ts
    2. Commonly asked questions
    3. Stress Questions

    B. Interview Role Plays

X. Introduction to Employer Expectations....................................1½ Hours

    A. Defining Employer Expectations

    B. Conflict Between Personal Values and Employer Values

XI. The First Day on the Job..½ Hour

    A. Feeling One May Have The First Day on the Job

    B. Tips for Your First Day on the Job

V. Value Clairfication and Goal Setting

Objectives

1. Aid participants in defining and prioritizing their personal value system.
2. Encourage recognition and tolerance of differences in personal value system.
3. Recognition of personal responsibility in value choices.

Time Required

2 Hours

Materials Needed

1. Individual copies of "Transparency #13 and Student Worksheet, #14".
2. Paper, Pencils, Ruler.

Process

1. Administer - "Transparency #13", discuss the "Definitions of Value".
2. Administer - "Worksheet #14", instructor explain that there are not right or wrong answers and the way they choose to spend the money is strictly an individual decision.
3. "Pie of Life" activity - each student draws a large circle (PIE) and divides the pie according to time spent.

    1. Work/school
    2. Chores
    3. Sleep
    4. Family
    5. Alone
    6. Friends
    7. Miscellaneous

    If pie slices are unacceptable, student is asked to reslice the pie as she/he would ideally like it, and to begin thinking of ways to attain the ideal pie.

4. "I can't, I won't" activity - instructor have participants to list as many, "I can't" statements as they are able to list, then choose a partner and read their statements aloud. After each participant has had a turn, they are then asked to respeat the statements to each other substituting the words, "I won't". Each student is then asked to get in touch with the difference in feelings each statement produced, and to analyze those feelings.

X. Introduction to Employer Expectations

Objectives

1. To identify employer expectations.
2. To get a feel for individual employer expectations.
3. To identify, compare and possibly resolve potential conflicts between personal values and those of the employer.

Time Required

1 to 1½ Hours

Materials Needed

1. Individual copies of Worksheet #56: Understanding Values Employers Hold To be Important For Workers.
2. Pencils.
3. Standard employer expectations (pre-listed on flip chart) and marker pen.

Process

1. Instructor: Why is it important to discuss expectations in terms of keeping a job? Discuss game analogy. Discuss how knowing your expectations can keep you in control.
2. Brainstorm in small groups (305): "What do employer's expect of their employees?" Group leader will be selected to take notes. Small group conclusions will be listed for the class on the flip chart. Chart will than be posted.
3. Instructor: Introduce pre-made expectation "posters" on flip chart. Group will be asked to describe what the definition of these expectations are. The, instructor should paraphrase established definitions.

   I. Getting along with People/Cooperation
   (Pleasant personality, courteious, respectful)

   II. Honesty
   (admit mistakes, express opinions, working during work hours)

   III. Initiative
   (doing things on your own)

   IV. Willingness to learn
   (listen carefully, ask questions, try new things, learn from mistakes)

   V. Dependability/Attendance
   (punctual, finish tasks - meet deadlines, call in, seldom absent)

VI. Enthusiasm/Interest in the job.
(cares about the quality of their work)

VII. Willingness to Follow Directions
(listen carefully, ask questions, doing it "their way")

VIII. Acceptance of Criticism/Maturity
(follow suggestions, accept gracefully)

IX. Loyalty
(try to make the company look good, keep problems "in-house", work hard for the company)

X. Ambition
(do your own job and show you are capable of doing more, learn new skills and get more education)

XI. Appropriate Personal Appearance
(suitable clothes, neat and clean)

4. Instructor: "An easy way to understand your bos' values is to put yourself in his/her shoes.... Administer Worksheet #56 (Understanding Values Employers Hold to be Important for Workers) Group will discuss results and compare notes. Different expectations for different jobs.

5. Instructor: Ask each participant to tell the class what their career interest area is--the class will be asked to verbally list those values pertinent to each profession.

XI. The First Day on the Job

Objectives

1. Participants will become aware of the feelings they may have when they start a job.

2. Participants will learn steps they may take in preparing for the frist day on a job.

Time Required

½ Hour

Materials Needed

Individual copies of General Tips for Your First Day on the Job.

Process

1. Fantasy trip: Facilitator will darken room, and ask participants to close their eyes and imagine their first day on the job.

"I want you to begin by imagining your alarm clock going off as you wake up for the day. What time is it? Are you very sleepy, alert and excited, or do you have feelings of dread? Picture yourself jumping - or rolling - out of bed. What are you thinking? Now, I want you to mentally go through all the things you must do to prepare yourself for work. Picture your self as you clean up - then go to your closet. What are you going to wear? Did you choose it the night before? Are there any other people with you? Are they helping you or making you nervous? What are your feelings about these people. Are you going to eat breakfast? What? How's your stomach doing? Are you clam or do you feel tied in knots? Oopps - it's time to go already. Are you early or late? How are you getting to work? Well here you are - heart pounding a little? You open the door and walk in. Scared? Lonely? You look for your new boss, luckily he finds you before you feel too embarrassed at all the stares. You walk with him to his office at a brisk pace - are you feeling better yet? Picture now he might look at you and act towards you."

Encourage discussion of the feelings participants experienced - acknowledge the inevitable feelings of a person on their first day of a new job.

2. Distribute copies of General Tips for your First Day on the Job - discuss.

ITEM 6 C.

Unit 4

Lesson 5

Lesson Overview

Title: Assertive Communication.

Purpose: To expand on youngster's understanding and use of assertive communication to assist them in problem solving.

Equipment: Audio tape player.

Activities	Time	Resources/Materials
A. Review definition of assertive, passive, and aggressive communication	3 minutes	
B. Practice situations	4 minutes	
C. Broken record technique	1 minute	
D. Questions and Answers	2 minutes	
E. Assertive Bill of Rights	5 minutes	Handout "Assertive Bill of Rights" page 4-5-2 W.O.W. I.
F. Practice tapes	15 minutes	Audio tapes - "Stick up for Your Rights" - tape 11 "The Magic Words that get You Fired" - tape 6 "Getting help and Information"- tape 2
G. Review Unit	5 minutes	
H. Review Questions	10 minutes	Handout "Unit Review Questions" page 4-5-3
I. Answer Key		

Assertive Bill of Rights

A. People have a right to express their feelings including anger.

B. People have a right to feel and express competitive drives.

C. People have a right to meet individual needs.

D. People have a right to make mistakes.

E. People have a right to change their minds.

F. People have a right to be treated as an adult and not patronized.

G. People have a right to be independent.

H. People have a right to say no and not feel guilty.

I. People have a right to say "I don't know, I don't understand."

J. People have a right to say "I don't care," but accepting the consequences that go along with such a decision.

K. People have the right to be treated with respect.

L. People have the right to be listened to and taken seriously.

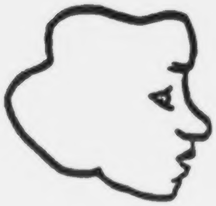
M. People have the right to set their own priorities.

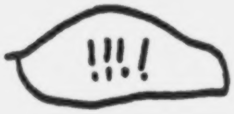
But - People who want these rights must: respect these rights in others. If a person does not do this, s/he forfeits the right to the Bill of Rights until s/he can prove that they can handle the responsibilities that come with the rights.

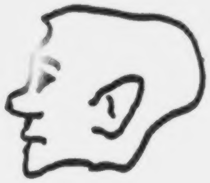
Name ______________________

Communications Review Questions

Part I. All communication is made up of three parts. Lable the parts on the drawing below.







1.______________ 2.______________ 3.______________

Part II. True and Flase - Read each statement below. Write true if you think it is true, write false if you think it is false.

_______ 1. My body language should match the message I am sending.

_______ 2. Choosing the right words are not important in sending a clear message.

_______ 3. Eye-contact is an example of verbal communication.

_______ 4. Who, what, and where are part of a clear message.

_______ 5. One job of the receiver is to listen.

_______ 6. Talking with your hands is an example of non-verbal communication.

_______ 7. The tone of your voice in communication is not important in sending a clear message.

_______ 8. How closely you stand from a person when communicating is important.

_______ 9. Assertive statements can be helpful in problem solving.

_______ 10. Posture is a part of communication.

Part III. Read each statement below, write the correct word/words in the blank.

1. ____________________ is a form of non-verbal communication.

2. ____________________ is an example of a road block, when used at the wrong time.

3. ____________________ is a gesture.

4. ______________________ is listening to other sounds while someone is talking to you.

5. ______________________ is the person who is speaking.

6. ______________________ is the information.

Part IV. Complete the following sentences with the correct words.

1. List the six elements used in sending a complete message.

____

____

____

2. List the three road blocks to communication.

____

____

____

3. List the four things to remember in sending a clean message.

____

____

____

____

Unit 4 - Communication

Lesson 5 - Assertive Communication

A. Review the definitions of assertive, passive, and aggressive communication.

B. Continue with 2 or 3 practice situations, see below:

1. "You've just cleaned your room and discovered your baby sister has messed it up."
2. "Your test paper is returned to you and an answer that is correct has been marked incorrect. It isn't marked wrong on anyone else's paper."
3. "You go into McDonald's and everyone ignores you, serving adults first, The counter person turns to another adult who arrived after you."
4. "You are the first one at the bookstore in the morning, but another student cuts ahead of you."
5. Summarize this exercise by stating: "That assertive communication can get one what one want with the least risk to oneself.

C. State: "One method of assertively getting what you want is called Broken Record." Write "broken record" on the flip chart. Continue: "By practicing to speak as if you were a broken record, you learn to keep saying what you want and not get sidetracked. You have to keep saying what you want in a calm, repetitive voice until the other person really hears what you're saying and gives in to your request or agrees to a compromise."

1. Act out a broken record situation with one learner. Make up your own or choose from the following:
   a. "A door-to-door salesman wants to sell you encyclopedias you don't want. Record - 'But I don't want an encyclopedia'!"
   b. "You bought some groceries and got home to find some meat missing. You have returned to the store to straighten out the problem. Record - 'My meat is missing'."
   c. "Your friend promised to do something for you at a set time. He didn't do it. Record - 'But you promised'."
2. Keep the role play brief to demonstrate the technique to learners. After completion discuss:
   a. How the "assertive" person felt.
   b. How the other person reacted.

3. Have learners volunteer (in groups of two) to act out situations with one being assertive using broken record language. Make up situations or choose from the following:

   a. "Your younger brother or little nephew wants to go to the movies with you and your friends."

   b. "You are planning to go away over the weekend and your parents want you to spend time with them."

   c. "Your uncle wants to fix you up on a blind date with his boss's son/daughter. You have other plans and you don't wish to go."

4. Stop after each role play situation to discuss how the situation was handled and other techniques that could have been utilized effectively.

D. Questions and Answers.

E. Distribute the "Assertive Bill of Rights" page 4-5-2. Give the students an opportunity to follow while you read aloud. Discuss each point highlighting the student's rights and others' rights. Also, state: "The way you express these rights must be appropriate to the situation. For example, you have a right to get angry with your counselor, but not to threaten him/her with bodily harm." Emphasize the right, but doubly emphasize the "how". Mention: "If you respect others as you use this Bill of Rights others will generally respect you and act appropriately." Emphasize the but on the Assertive Bill of Rights.

"Remember - you must be responsible in the way you express your rights: keep your behavior appropriate."

F. Practice their assertive skills with:

   a. "Stick Up for Your Rights" - tape 11 from the World of Work I.

   b. "The Magic Words That Get You Fired" - Tape 6 from the World of Work I.

   c. "Getting Help and Information" - Tape 2 from the same collection.

G. Review the unit. Highlight:

   1. The job of the sender to get a clear message through. This involves:

a. Proper use of - who, what, where, when, why, and how.

b. Use of the:

  1) Right words.
  2) Right method (includes tone, body language, space).
  3) Right time and place.
  4) Hearing beyond the actual words (watching for body language and tone).

c. Avoiding of roadblocks.

  1) Solution statements.
  2) Put down statements.
  3) Avoidance of communication.

d. Using assertive communication in combination with politeness to get one's needs and wants met by others.

2. The message - This is the information being sent. It should:

  a. Be clear.
  b. Be complete.
  c. Have appropriate tone.
  d. Tailored to the audience or receiver.
  e. Mean the same thing to the sender and receiver.

3. The receiver or listener should get the information necessary to understand a message. This involves keeping communication open until the message is fully understood with the use of:

  a. Constructive silence.
  b. Acknowledgement.
  c. Door-openers.

4. "In this unit we have isolated the various parts of communication for the purpose of understanding the process. Remember, in the communication process, you take turns sending and receiving. So be alert. You need both the sender's and receiver's skills to complete most communications."

H. Distribute Review Question page 4-5-3. Give students enough time to complete questions.

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I. Key - Communications Review Questions

Part I.

sender
message
receiver

Part II.

1. True
2. False
3. False
4. True
5. True
6. True
7. False
8. True
9. True
10. True

Part III.

1. Eye contact, facial expression, posture, gestures, walk
2. solution, avoidance, command, put down
3. clenched hand, crossed arms, head nod
4. distraction
5. sender
6. message

Part IV.

1. Who, what, where, how, why, when
2. solution
   command
   avoidance
   body language doesn't match words
   put down
3. choose the right words for sending the message; choose the right method for sending the message; choose the right time and place for sending the message; hear beyond the actual words someone sends to get the real meaning of the message.

CHAPTER 7. - APPENDIX ITEMS

A. Private Industry Council of SDA #25 753

- Basic Entry Employment Skills Competencies Certificate

B. VEDP 755

- Certificate of Achievement

C. Baltimore City Public School No. 9 757

- Certificate of Proficiency

BASIC ENTRY EMPLOYMENT SKILLS COMPETENCIES

PROGRAM

Upon the recommendations of the staff, and by virtue of the authority vested in them by the PRIVATE INDUSTRY COUNCIL *of* SDA #25 *and* JOHN A. LOGAN COLLEGE *this certificate is presented to:*

____

and is evidence that ______________________ *has completed a course in Basic Employment Competencies. We, hereby, certify that* ______________________ *has acquired these competencies.*

____
Chairperson, Private Industry Council

____
Dean, Community College

____
Date

ITEM 7 B.

755

VEDP

This Certificate of Achievement is Presented To

____

for participation in the VOCATIONAL EXPLORATION DEMONSTRATION PROJECT,
a joint effort of the National Alliance of Business,
The United States Department of Labor, St. Louis University, and

____

On the basis of this enrollee's performance in the program, we do certify that the following employment-relevant competencies have been demonstrated:

William H. Kolberg
William H. Kolberg
National Alliance of Business

Issued ____________________, ________

____
Program Director

BALTIMORE
ITEM 7 C. CITY
PUBLIC
SCHOOL No·9

CERTIFICATE OF PROFICIENCY

THIS IS TO CERTIFY THAT

HAS ACHIEVED SKILLS IN

THE BUSINESS TRAINING PROGRAM

INDICATED ON THE TASK CHECKLIST BELOW AND IS RECOMMENDED FOR ENTRY INTO THE TRADE AT HIS/HER PROFICIENCY LEVEL.

DATE OF ISSUE

PRINCIPAL

INSTRUCTOR

TO THE EMPLOYER: This certificate indicates the level of proficiency achieved by this graduate.
Key: L=Limited—Needs additional instruction or close supervision. M=Moderate—Can perform the task with moderate amount of supervision. S=Skilled—Can perform the task independently with accuracy.
If the task has not been taught, it will be lined out.

	L	M	S
TYPEWRITING			
Use and care for typewriter	☐	☐	☐
Type 30-35 words per minute with 5 errors or less	☐	☐	☐
Address envelopes	☐	☐	☐
Type carbon copies	☐	☐	☐
Correct errors	☐	☐	☐
Erase	☐	☐	☐
Produce mailable letters	☐	☐	☐
Type from rough draft	☐	☐	☐
GENERAL OFFICE WORK			
Handle a mail list	☐	☐	☐
Fold and insert letters into envelopes	☐	☐	☐
Complete business reports and forms	☐	☐	☐
Answer telephone	☐	☐	☐
File with accuracy	☐	☐	☐
DUPLICATION			
Use and care for machines	☐	☐	☐
Practice safety in machine operation	☐	☐	☐
Cut and run stencils	☐	☐	☐
Make master copies	☐	☐	☐
BUSINESS MATH			
General and usable knowledge of addition, subtraction, multiplication and division	☐	☐	☐
Write and deposit checks	☐	☐	☐
Make withdrawals	☐	☐	☐
Bank statements	☐	☐	☐

CHAPTER 8. - APPENDIX ITEMS

A. Ruth S. Nickse, Assessing Life Skills Competence, 1980 761

- Developing a Recordkeeping System, pp. 119-120

B. Skills Center Advanced Training and Employment Program, Springfield, Massachusetts 763

- Performance Reports

C. Kemp Horn Vocational Center 767

- Documentation Format

D. 769

- Performance Skills Profile

ITEM 8 A.

DEVELOPING A RECORDKEEPING SYSTEM

Developing an efficient recordkeeping system is critical to the implementation of alternative diploma programs. Some orderly approach is necessary to gather demographic information about candidates, to record their progress through the program, and to use as a basis for program evaluation. Separate forms for the various uses and different steps in the program are most convenient. Such forms might include:

1. Inquiry form: This form records the name, address, phone numbers at work and at home, how the person heard about the program (from a friend, on the radio, on television, in the newspaper, for example), and what action was taken (for example, materials sent, follow-up calls, if the person attended an orientation session, if the person signed up for the program).

2. Registration form: This form records demographic information which can be used for report writing and program evaluation. This information includes name, address, phone numbers at home and at work, occupation, place of work, age, sex, race, marital status, current personal and total family income, highest grade of education attained, previous adult education experience if any, and reason for wanting to earn a diploma.

3. Student progress form: This form records such data as the dates of the diagnostic tests taken, the results of the tests, the advisor's name, learning and testing recommendations, the assessor's name, and the types of records used to document prior experience and/or learning.

4. Recommendations form: This form includes the learning contract and/or learning prescription given to the candidate.

5. Student Portfolio: Rather than a form, this is a file folder that becomes the candidate's portfolio or permanent record. It includes copies of the student progress form and the recommendations form, and all documentation of the candidate's work. The portfolio is bound when it is finally completed.

6. Summary form: This form lists all the candidates in the program, their dates of entry and exit, the phase each candidate has attained in the program (for example, at the counseling, diagnostic, learning, final assessment, special project, or independent study phase), and the date of expected completion of the program or the date of actual completion. Besides being invaluable for keeping the staff up to date on the program, the summary form is extremely useful for planning.

7. Termination form: This form records the date and reasons for any candidate's leaving the program, and also notes reentry, if it occurs.

8. Transcript: From the candidate's point of view, this may be the most important document of all since it is the official statement of accomplishment. What is listed on the transcript will depend, of course, on the requirements of the individual program. However, all transcripts should include clear descriptions of what the learning was and the level or depth of the learning. Since the transcript will most likely differ in format and appearance from that used by the local district, candidates should be aware of the type of information and how it is recorded and should be helped to adequately explain the differences to employers or other schools.

ITEM 8 B.

SCATE PERFORMANCE REPORT

NAME:______________________________ SSN:______________

TRAINING PROGRAM COMPETENCIES	ENTRY LEVEL PERFORMANCE		
COMPETENCY AREA IV: VOCATIONAL SKILLS & GRAPHIC ARTS PROGRAM	YES	NO	HOURS
BENCHMARK AREAS:			
1. ATTENDANCE (90% - CALL IN WHEN ABSENT)			
2. PUNCTUALITY (90% - CALL IN WHEN LATE)			
3. COMPLETED GRAPHIC ARTS SHOP SAFETY PROGRAM			
A. OBSERVE SAFE PROCEDURES IN PRINTING SHOPS			20
B. OBSERVE SAFE HANDLING AND STORAGE OF COMBUSTIBLES			20
C. KNOW EMERGENCY SAFETY DEVICES AND THEIR LOCATIONS			10
D. USE AND APPLY CORRECT HANDLING WITH PROCESSING CHEMICALS			10
4. GENERAL SHOP PROCEDURES			
A. MAINTAIN AND CARE FOR EQUIPMENT AND WORK AREAS			24
B. KNOW FUNCTIONAL OPERATION OF EQUIPMENT AND TOOLS			30
C. KNOW AND USE SINGLE AND MULTI-COLOR REPRODUCTION TECHNIQUES			20
5. CAMERA OPERATIONS			
A. SET UP CAMERA FOR PERCENTAGE ENLARGEMENT OR REDUCTION			20
B. MOUNT MATERIALS FOR REPRODUCTION AND LOAD COPYBOARD			60
C. GET F STOP AND TIMER			20
D. FOCUS, ADJUST AND OPERATE CAMERA			20
6. DARKROOM OPERATION			
A. PREPARE CHEMICALS FOR FILM PROCESSING			30
B. OPERATE TEMPERATURE CONTROL SINKS			
C. OPERATE APPROPRIATE SAFELIGHTS			60
D. DEVELOP LINE WORK; HALF TONES			10
7. STRIPPING			
A. POSITION AND TAPE NEGATIVE TO MASK			20
B. USE APPROPRIATE TOOLS AND TECHNIQUES IN CUTTING WINDOWS IN MASK			20
C. SELECT AND USE PROPER PROCEDURES IN OPAQUING NEGATIVES			15
D. STRIP NEGATIVES FOR MULTICOLOR RUN			10
E. PROOF, INSPECT, AND STORE FLATS, USING FILING TECHNIQUES			10
8. PLATEMAKING TECHNIQUES			
A. POSITION FLAT AND OPERATE VACUUM FRAME			20
B. DETERMINE EXPOSURE USING GRAY SCALE			10
C. SET TIMER			1
D. DEVELOP PRE-SENSITIZED METAL PLATES			25
E. GUM AND PRESERVE METAL PLATES			10
9. REPRODUCTION METHODS			
A. APPLY REQUIRED PHOTO-REPRODUCTION TECHNIQUES			10
B. USE PHOTO COMPOSING MACHINES			10
C. UNDERSTAND AND USE VARIOUS PRINTING PROCESSES			
TOTAL HOURS			555

BENCHMARK CERTIFICATION:

______________________ (GRAPHIC ARTS INSTRUCTOR) ________ DATE ______________________ (COUNSELOR)

ENTRY LEVEL PERFORMANCE STANDARD	MEETS INDUSTRY REQUIREMENTS ESTABLISHED AT A LOCAL LEVEL FOR ENTRY INTO OCCUPATIONAL AREA. INDIVIDUAL HAS DEMONSTRATED THE BASIC WORK HABITS AND JOB SKILLS TO BE SUCCESSFULLY EMPLOYED ON A LONG TERM BASIS.

SCATE PERFORMANCE REPORT

NAME: ______________________ SSN: ____________

TRAINING PROGRAM COMPETENCIES	ENTRY LEVEL PERFORMANCE		
COMPETENCY AREA IV: VOCATIONAL SKILLS - ELECTRONICS ASSEMBLY PROGRAM	YES	NO	HOURS
BENCHMARK AREAS:			
1. ATTENDANCE (90% - CALL IN WHEN ABSENT)			
2. PUNCTUALITY (90% - CALL IN WHEN LATE)			
3. COMPLETED ELECTRONICS ASSEMBLY SHOP SAFETY PROGRAM			2
4. INTRODUCTION TO ELECTRONICS ASSEMBLY PROGRAM			2
A. OVERVIEW AND TERMINOLOGY OF ELECTRONICS INDUSTRY			2
B. CLEANLINESS OF WORK AREA, STORAGE OF MATERIALS			2
C. EIA RESISTOR COLOR CODE READING			14
D. IDENTIFICATION AND USE OF COMMON TOOLS FOUND IN INDUSTRY			8
E. SOLDERING IRON USE (TINNING, CLEANING, HANDLING)			4
5. BASIC SOLDERING TECHNIQUES			
A. SOLDERING STANDARDS			6
B. WIRE TINNING (MANUAL AND SOLDER POT) AND WIRE SPLICING			8
C. BOARD "A" SINGLE STRAND WIRE, MULTI-STRAND WIRE (FROM MODEL)			4
D. BOARD "B"			8
E. 50% WIRE AND 50% RESISTORS (FROM MODEL)			8
F. BOARD "C" MIXED COMPONENTS (FROM PICTORIAL DIAGRAM)			8
6. WIRE, CABLE AND HARNESSING			
A. CHOOSING WIRE SIZES AND TYPES: GAUGES (FROM PARTS LIST)			2
B. HARNESS LAYOUT ON A BOARD			20
C. LACING AND/OR TIE-WRAPPING OF COMPLETED HARNESS			4
D. HEAT SHRINK AND STANDARD TUBING			1
E. WIRE WRAPPING AND UN-WRAPPING FROM DRAWINGS			10
F. CRIMPING, CONNECTORS AND TERMINAL IDENTIFICATION			20
G. REVIEW OF TOOLS APPLICABLE TO HARNESSING			1
H. CONTINUITY TESTING AND USE OF TEST LIGHT			1
7. MECHANICAL COMPONENTS AND ASSEMBLY			
A. SCREWS, WASHERS, NUTS AND MISCELLANEOUS HARDWARE			2
B. COMPONENT IDENTIFICATION (DIODES, TRANSISTORS, ETC.)			16
C. FINAL ASSEMBLY OF FUNCTIONAL UNIT AND DISASSEMBLY			15
8. MODULE CONSTRUCTION AND ADVANCED SOLDERLESS TECHNIQUES			
A. SMALL MODULE CONSTRUCTION/LARGE MODULE CONSTRUCTION			12
B. FINAL ASSEMBLY OF FUNCTIONAL UNIT AND QUALITY CONTROL			8
9. DESOLDERING AND REWORK TECHNIQUE			
A. DESOLDERING PREVIOUS BOARDS			6
B. MODULE FINGER READING: CONNECTOR MARKINGS			12
C. REWORK MODULE FOLLOWING ECO INSTRUCTIONS			6
10. BREADBOARDING AND USE OF TEST EQUIPMENT			
A. BREADBOARDING TECHNIQUES AND CIRCUIT CONSTRUCTION			16
B. FUNCTIONAL USES OF V.T.V.M. and OSCILLOSCOPE			10
C. STANDARDS OF WORKMANSHIP AND PROCEDURE INSPECTION			15
TOTAL HOURS			[illegible]

BENCHMARK CERTIFICATION:

________________ ______ ________________
(ELECTRONICS INSTRUCTOR) DATE (COUNSELOR)

ENTRY LEVEL PERFORMANCE STANDARD	MEETS INDUSTRY REQUIREMENTS ESTABLISHED AT A LOCAL LEVEL FOR ENTRY-INTO OCCUPATIONAL AREA. INDIVIDUAL HAS DEMONSTRATED THE BASIC WORK HABITS AND JOB SKILLS TO BE SUCCESSFULLY EMPLOYED ON A LONG TERM BASIS.

SCATE PERFORMANCE REPORT

NAME: ______________________________ SSN: ______________

TRAINING PROGRAM COMPETENCIES	ENTRY LEVEL PERFORMANCE		
COMPETENCY AREA IV: VOCATIONAL SKILLS - MACHINE OCCUPATIONS	YES	NO	HOURS
BENCHMARK AREAS:			
1. ATTENDANCE (90% - CALL IN WHEN ABSENT)			
2. PUNCTUALITY (90% - CALL IN WHEN LATE)			
3. COMPLETED MACHINE SHOP SAFETY PROGRAM COMPONENT			5
4. MEASUREMENT INSTRUMENTS AND INTERPRETATION (THEORY)			30
5. ELEMENTARY BLUEPRINT READING AND INTERPRETATION			
A. INTERPRETATION OF INDUSTRIAL DRAWINGS			5
B. THREE VIEW PROJECTIONS			10
C. SCALE DRAWINGS			16
D. BLUEPRINT NOTATION			13
6. INTERMEDIATE BLUEPRINT READING AND INTERPRETATION			
A. BLUEPRINT SPECIFICATIONS AND DIMENSIONING			8
B. PARTIAL SECTIONS, AUXILIARY VIEWS, PHANTOM OUTLINES			6
C. SYMBOLS AND SHAPES			3
D. IDENTIFYING METALS, STRUCTURES			3
7. MATHEMATICS FOR MACHINE TECHNOLOGY			
A. BASIC MATHEMATICAL OPERATIONS FOR MACHINE OCCUPATIONS			64
B. ADVANCED MATHEMATICS FOR MACHINE OPERATIONS			16
C. INTRODUCTION TO NUMERICAL CONTROL OPERATIONS			[illegible]
8. MACHINE OPERATIONS - SET-UP, OPERATION, AND CONTROL			
A. LATHE			190
B. DRILL PRESS			[illegible]
C. MILLING MACHINE			[illegible]
D. PEDESTAL GRINDING			[illegible]
E. SURFACE GRINDER			10
F. CUTTER GRINDER			100
G. BRIDGEPORT			100
H. BENCH AND FLOOR WORK - SAWING, FILING, ASSEMBLY, THREADING			3
I. TOOL CRIB USE			10
BENCHMARK CERTIFICATION: TOTAL HOURS			700
________ (MACHINE INSTRUCTOR) ________ DATE ________ (COUNSELOR)			
ADVANCED MACHINE OCCUPATIONAL SKILLS - SET-UP, OPERATION, AND CONTROL			
BENCHMARK AREAS:			
1. WARNER AND SWASEY MULTIPLE SPINDLE TURRET LATHE			140
2. BROWN AND SHARP/NORTON O.D. GRINDER			105
3. BRYANT I.D. GRINDER			35
4. BRIDGEPORT - MILLING MACHINES			150
5. BULLARD VERTICAL TURRET LATHE			180
TOTAL HOURS			

BENCHMARK CERTIFICATION:

________ (MACHINE INSTRUCTOR ________ DATE ________ (COUNSELOR)

ENTRY LEVEL PERFORMANCE STANDARD	MEETS INDUSTRY REQUIREMENTS ESTABLISHED AT A LOCAL LEVEL FOR ENTRY INTO OCCUPATIONAL AREA. INDIVIDUAL HAS DEMONSTRATED THE BASIC WORK HABITS AND JOB SKILLS TO BE SUCCESSFULLY EMPLOYED ON A LONG TERM BASIS.

ITEM 8 C.

KEMP HORN VOCATIONAL CENTER

Name ______________________________ Instructor ______________________________

School Year ______ to ______ Semester: ☐ Fall ☐ Spring Principal ______________________________

Key: **N** - Not Ready **S** - With Supervision **I** - Independently

GROUNDSKEEPING	1st Marking Period			2nd Marking Period		
	N	S	I	N	S	I
Chooses the appropriate tool for the job						
Returns tools to proper place						
Operates groundskeeping equipment: 1. Lawn mower						
2. Tractor						
3. Rototiller						
4. Attaches cart						
5. Lawn sweeper						
6. Electric clippers						
Observes safety regulations when operating equipment						
Performs groundskeeping tasks: 1. Cuts grass evenly						
2. Trims grass						
3. Transplants shrubbery						
4. Transplants flowers						
5. Removes weeds						
6. Adds mulch						
7. Plants seeds in flats						
8. Plants bulbs						
9. Rakes grass and leaves						
10. Polices the area						
11. Prunes shrubbery						
12. Prepares soil for seeding						
13. Checks oil and gas						
14. Greases equipment						
15. Applies fertilizer						
16. Uses hoe						
17. Chooses correct size pot for plant						
18. Makes cuttings						
19. Evaluates area to be worked on						
Recognizes words used in groundskeeping						

1st Marking Period	2nd Marking Period
Instructor Observations: Date ________	Instructor Observations: Date ________
Parent Signature ______________________ Comments:	Parent Signature ______________________ Comments:

KEMP HORN VOCATIONAL CENTER

Name ______________________ Instructor ______________________

School Year ______ to ______ Semester: ☐ Fall ☐ Spring Principal ______________________

Attendance: 1st Marking Period ______ ______
2nd Marking Period ______ ______
Present Absent

PERSONAL WORK CHARACTERISTICS	1st Marking Period			2nd Marking Period		
	Needs Improvement	Acceptable	Good	Needs Improvement	Acceptable	Good
Work Habits						
1. Comes to work/school daily						
2. Punches time card on time and correctly						
3. Follows directions:						
a. Verbal						
b. Written						
4. Works to capacity						
5. Looks for work without being told						
Work Skills						
1. Demonstrates quality of work						
2. Evaluates own work						
3. Completes full work day						
4. Demonstrates manual dexterity						
5. Completes appropriate quantity of work						
6. Works independently						
7. Demonstrates eye-hand coordination						
Work Attitudes						
1. Demonstrates initiative						
2. Enjoys work						
3. Shows interest in work						
Socialization Skills						
1. Works well with others						
2. Is friendly						
3. Is mannerly						
4. Accepts constructive criticism						
Personal Skills						
1. Dresses appropriately for job/school						
2. Uses good grooming habits						

1st Marking Period	2nd Marking Period
Instructor Observations: Date ______	Instructor Observations: Date ______
Parent Signature ______ Comments:	Parent Signature ______ Comments:

ITEM 8 D.

PERFORMANCE SKILLS PROFILE

STUDENT'S NAME ____________________ PROGRAM: VOCATIONAL DRAFTING
YEAR OF GRADUATION __________ DATE TRANSMITTED __________

LEVEL OF PROFICIENCY:

◸ Student acquainted with job--limited skill
⧅ Student can perform job under close supervision
⧅ Student can perform job with minimum supervision
☒ Student has job-entry performance skills

Iden. of Drawing Equipment

SELECTED INDIVIDUAL TASKS:
1. Drawing boards ☐
2. T-Squares ☐
3. Drawing paper ☐
4. Pencils
   - types & choice of sharpening ☐ ☐
5. Triangles ☐
6. Erasers & erasing ☐
7. Scales ☐
8. Drawing instruments ☐

Use of Equip. & Instruments

1. Scales
   - Architects ☐
   - Engineers ☐
2. Pencils ☐
3. Triangles
   - 45° ☐
   - 30° - 60° ☐
4. Compass
   - Use & sharpening ☐
5. Alphabet of lines ☐
6. Quality of lines ☐
7. Secure paper to board ☐

Lettering

1. Origin of letters ☐
2. Single stroke gothic ☐
3. Uniformity in lettering ☐
4. Pencil technique ☐
5. Guide lines ☐
6. Lefthanders ☐
7. Spacing of letters & wds ☐
8. Numerals ☐

Geometric Shapes

1. Parts of a circle ☐
2. Triangles ☐
3. Quadrilaterals ☐
4. Regular polygons ☐
5. Five regular solids
   - tetrahedron ☐
   - hexahedron ☐
   - octahedron ☐
   - dodecahedron ☐
   - icosahedron ☐

Geometric Construction

1. Bisect horizontal & vertical lines ☐
2. Bisect a line or arc ☐
3. Bisect an angle ☐
4. Draw a circle tangent to a line ☐
5. Draw a tangent to a circle ☐
6. Draw an arc tangent to two straight lines ☐
7. Draw an arc tangent to straight lines & arcs ☐

Third Angle Orthographic Proj.

1. Pictures & views ☐
2. Revolving the object theory ☐
3. Glass box theory ☐
4. Hidden lines ☐
5. Choice of views
   - two-view drawings ☐
   - three-view drawings ☐
6. Attitude of views ☐
7. Preference of lines ☐
8. Visualizing views ☐

Techniques & Applications

1. Pencil drawings ☐
2. Pencil technique ☐
3. Reproduction process ☐
4. Spacing of views ☐
5. Points & lines in views ☐
6. Planes & angles in views ☐
7. Curved surfaces in views ☐
8. Intersections and tangencies ☐

Dimensioning

1. Complete description of objects ☐
2. Arrowheads ☐
3. Figures & inch marks ☐
4. Direction of figures ☐
5. Finish marks ☐
6. Angles & arcs ☐
7. Placement ☐
8. Steps in applying ☐
9. Size of cylinders ☐
10. Location ☐
11. Superfluous dimensions ☐

Shop Processes

1. Types of shops ☐
2. Castings
   - fillets & rounds ☐
   - runout ☐
   - conventional edges ☐
3. Welding & weldments ☐
4. Measurements (in shop) ☐
5. The lathe & turnings ☐
6. Finished holes ☐
7. Machine tools
   - lathe ☐
   - grinder - shaper ☐
   - miller ☐

Sectional Views

1. Full sections ☐
2. Section lining ☐
3. Visible, hidden & centerlines in section ☐
4. Half section ☐
5. Broken-out sections ☐
6. Revolved sections ☐
7. Removed sections ☐
8. Offset sections ☐
9. Ribs & spokes in section ☐
10. Conventional breaks ☐

Threads & Fasteners

1. Screw threads ☐
2. Cutting thds on lathe ☐
3. Thread forms ☐
4. Thread pitch ☐
5. Rt. & lft. hand thrds ☐
6. Multiple threads ☐
7. Symbolic & detailed thd ☐
8. Am. Nat'l screw thds ☐
9. Unified threads ☐
10. Thread notes ☐
11. USA Std. nuts & bolts ☐
12. Spec. for nuts & bolts ☐
13. USA Std. cap screws ☐
14. USA Std. machine screws ☐
15. USA Std. set screws ☐
16. Keys & keyways ☐
17. Locking devices ☐

Pictorial Drawings

1. Types
   - perspective ☐
   - isometric ☐
   - oblique ☐
2. Isometric drawings
   - sketching ☐
   - angles ☐
   - circles, arcs, ellipses ☐
3. Oblique drawings
   - angle & scale of depth axis ☐
   - choice of position ☐
4. Perspective
   - two-point ☐
   - one-point ☐

Working Drawings

1. Industrial drafting ☐
2. Checking drawings ☐
3. Standards
   - A.S.A.
   - I.S.O.
   - drawing ☐
4. Assembly drawings
   - outline assembly ☐
   - working drawing assembly ☐
5. Assemblies in section ☐
6. Welding drawings ☐

Auxiliary Views

1. Inclined surfaces ☐
2. Auxiliary view ☐
3. Three auxiliary views ☐
4. Reference planes ☐
5. Plotted curves ☐
6. Angles ☐
7. Auxiliary sections ☐
8. True length of line ☐

Gears & Cams

1. Types of cams ☐
2. Cam followers ☐
3. Cam motion ☐
4. Cam profiles ☐
5. Types of gears ☐
6. Shape of teeth ☐

Cooperative Work Experience

1. Architectural Drafting ☐
2. ______________ ☐
3. ______________ ☐
4. ______________ ☐
5. ______________ ☐

WORK HABITS

ATTENDANCE & PUNCTUALITY Consider frequency of absences as well as latenesses	Record is Excellent ☐	Occasionally Absent/Late ☐	Frequently Absent/Late ☐	Undependable Absent/Late Without Notice ☐
ATTITUDE: Consider his attitude toward his work, company & associates, and his willingness to work with and for others	Unusually Fine Attitude ☐	Good Attitude ☐	Passable ☐	Poor Attitude ☐
JUDGMENT & INITIATIVE: Consider his ability to make decisions and to utilize working time to best advantage	Justifies Utmost Confidence ☐	Applies Himself Well ☐	Needs Frequent Checking ☐	Cannot be relied upon. Needs constant supervision ☐
RELIABILITY: Consider the ability of the person to get the work out under pressure, and to follow job through to completion	Can always be counted upon ☐	Generally can be counted on ☐	Unpredictable ☐	Seldom reliable under pressure ☐
FLEXIBILITY & ADAPTABILITY: Consider the speed with which he learns and the amount of instruction required to teach him new duties	Learns Fast ☐	Learns Reasonably Fast ☐	Slow to Learn ☐	Unable to Learn ☐
SAFETY CONSCIOUSNESS: Consider appearance, "housekeeping," conform to work standards	Decidedly Favorable ☐	Good ☐	Passable ☐	Generally Unsatisfactory ☐

CHAPTER 9. - APPENDIX ITEMS

A. Contra Costa County (California) SDA 775
  - o Program Operation Monitoring Guide

Contra Costa County
FY '84 TEPY Program Operation Monitoring Guide

ITEM 9 A.

REFERENCE	QUESTIONS	FINDINGS
Contract Service Plan		
	ORIENTATION AND APPLICATION SERVICE	
A.1.c	1. By geographical area, what outreach efforts has Contractor implemented to recruit new applicants?	
	PRE-ASSESSMENT AND ELIGIBILITY REFERRAL SERVICE	
A.2.e	2. Has Contractor referred applicants determined to be ineligible to at least one (1) other appropriate helping agency and to Job Corps screening agencies if the youth need or are judged able to benefit from Job Corps? (Review process and documentation.)	
	PRE-EMPLOYMENT SKILLS ASSESSMENT AND TRAINING	
A.3.a.	3. Has Contractor assured that each applicant has received: a. Testing of aptitudes and interests; b. Vocational counseling; c. Job-Seeking Skills Training; and d. Job-Keeping Skills Training. (Review client files.)	
PAB 44-84	4. As of April 30, 1984, did this assurance conform to requirements of PAB #44-84? (Review client files.)	
	EMPLOYMENT COMPETENCIES ASSESSMENT AT PROGRAM ENTRY	
A.4.a.	5. Did Contractor assess each enrollee's Basic Educational Skills by obtaining information from the applicant's school at the time of eligibility determination? (Review client files.)	

Contra Costa County
FY '84 TEPY Program Operation Monitoring Guide

REFERENCE	QUESTIONS	FINDINGS
Contract Service Plan		
A.4.b&c	6. Did Contractor assess each enrollee's Job Specific Skills and Work Maturity Skills by obtaining information from the enrollee's training supervisor during the 3rd week of training? (Review client files.)	
PAB 48-84	7. As of April 30, 1984, did such assessment conform to requirements of PAB 48-84? (Review client files.)	
	EMPLOYMENT COMPETENCIES ASSESSMENT AT PROGRAM EXIT	
A.5.a.	8. Did Contractor assess an enrollee's Basic Educational Skills and/or Job Specific Skills at program exit if the youth did not meet the minimum standard when tested at program entry? (Review client files.)	
A.5.b.	9. Did Contractor assess each enrollee's Work Maturity Skills at program exit? (Review client files.)	
	TRYOUT EMPLOYMENT TRAINING SERVICE	
A.6.d.	10. What steps has Contractor taken to establish and maintain contacts and effective liaison with employers in the local community and to develop training positions with these employers?	
A.6.f.	11. Are worksite agreements with private for-profit agencies?	

CHAPTER 10. APPENDIX ITEMS

A. Birmingham Area Private Industry Council 779
  - o Request for Proposal Youth IIA

B. National Alliance of Business, Performance Contracting Workbook, April, 1984 817
  - o Classroom Training, Florida: Computer Programmer Training Project for the Severely Retarded

C. National Alliance of Business, Performance Contracting Workbook, April, 1984 825
  - o Classroom Training, Kentucky: County Job Training Partnership Agency

D. National Alliance of Business, Performance Contracting Workbook, April, 1984 833
  - o Classroom Training, Tennessee: The Qualified Employee Program

E. National Alliance of Business, Performance Contracting Workbook, April, 1984 839
  - o Classroom Training, New York: Agreement FY '82

F. Seattle-King County Private Industry Council 863
  - o Contract for Services

Item 10 A.

BIRMINGHAM-JEFFERSON COUNTY AREA
JOB TRAINING CONSORTIUM

AND

BIRMINGHAM AREA PRIVATE INDUSTRY COUNCIL

720 North 19th Street
Birmingham, Alabama 35203

REQUEST FOR PROPOSAL
YOUTH II A

PLANNING YEAR 1985

Mayor Richard Arrington, Jr.
Chairman, Consortium Executive Committee

James H. Beckham
Chairman, Private Industry Council

PROPOSALS MUST BE RECEIVED BY April 1, 1985

REQUEST FOR PROPOSAL (RFP)

PLANNING YEAR 1985

ISSUED BY:	Birmingham-Jefferson County Area Job Training Consortium and the Birmingham Area Private Industry Council
PURPOSE:	To seek proposals for the delivery of specific job training programs for the period July 1, 1985 through June 30, 1986.
DATE ISSUED:	March 8, 1985
CLOSING DATE:	April 1, 1985

CONTENTS:

PART I BACKGROUND INFORMATION
PART II TARGETED SERVICE & TRAINING AREAS
PART II-A YOUTH COMPETENCIES
PART III GRANT APPLICATION PROCEDURE
PART IV GENERAL INSTRUCTIONS
PART V PROPOSAL DEVELOPMENT INSTRUCTIONS

PART I

BACKGROUND INFORMATION

A. CONSORTIUM

The Birmingham-Jefferson County Area Job Training Consortium is a partnership between the City of Birmingham and Jefferson County. It is the designated Service Delivery Area (S.D.A.) grant recipient and administrative agency for all funds received under the Job Training Partnership Act, as awarded by the State of Alabama and/or the U.S. Department of Labor.

The Consortium is entering its twelfth year of operation as the grant recipient of job training programs in Jefferson County. These programs provide a mix of employability development, training, and supportive services for economically disadvantaged persons.

B. PRIVATE INDUSTRY COUNCIL

The Birmingham Area Private Industry Council is entering its seventh year of operation. It was incorporated on August 10, 1983. The PIC is comprised of representatives from private business, state and local education training agencies, public assistance agencies, community based organization boards, veterans organizations, state rehabilitation and the employment service.

The PIC and the Consortium are co-equal partners. The PIC is responsible for encouraging the participation of the private sector in program development, providing general policy oversight, and monitoring and evaluating subrecipient agreements.

The Consortium and the Private Industry Council are issuing this RFP for specific programs intended to provide employment and training services, to ease barriers to labor force participation encountered by economically disadvantaged persons, to enable such persons to secure and retain employment at their maximum capacity, and to increase their earned income.

C. JOB TRAINING PARTNERSHIP ACT (JTPA)

The Job Training Partnership Act (JTPA), P.L. 97-300, was enacted in 1982. Its purpose is to prepare youth and unskilled adults for entry into the labor force and to provide job training for economically disadvantaged individuals and others facing serious barriers to employment.

Of the funds allocated under JTPA to this area, 70% must be used for training. Up to 15% may be spent for administration. The remaining 15% may be used for support services. Training may include half the wages for work experience combined with training for no more than six months, try-out jobs in the private sector for young people, and most activities formerly allowed under the Comprehensive Employment Training Act.

Summer youth employment is separately authorized and not subject to these limitations.

The Act provides that the following services may be made available to youth and adults:

1. Job Search Assistance
2. Job Counseling
3. Remedial Education
4. Institutional Skill Training
5. On-the-Job Training
6. Advanced Career Training
7. Private Sector Training Programs
8. Outreach
9. Labor Market Surveys
10. Orientation to Work
11. Supportive Services
12. Upgrading & Retraining
13. Education-to-Work Transition
14. Literacy & Bilingual training
15. Work Experience
16. Vocational Exploration
17. GED Assistance
18. Job Development
19. Employment Generating
20. Pre-Apprenticeship
21. Information Dissemination
22. Adv. Learning Technology
23. Development of Job Openings
24. Industry Specific Training
25. Follow-up Services
26. Coordination with Federal Employment Service
27. Needs-Based Payments
28. Customized Training

In addition to the above services, the following Exemplary Youth Programs are available at local option:

1. Education for Employment - Emphasis on dropouts and youth with learning deficiencies.

2. Pre-employment Skills Training - Emphasis on youth 14-21 who need preparation to enter world of work.

3. Entry Employment Experience - Emphasis on youth who do not intend to seek post secondary education.

4. School-to-Work Transition - Emphasis on high school seniors planning to enter job market.

NOTE: The SDA and PIC are seeking bids on targeted areas of the total delivery system as will be outlined in Part II. The above listing is what the law allows and not what this SDA and PIC are attempting to secure through this bid process. This bid process identifies targeted areas of services that are needed at this time. Bids will not be accepted for services not identified in Part II of this proposal.

PART II

Targeted Service and Training Areas

The SDA is seeking specific proposals in the following service and occupational skills training areas:

- 3-a. Education for Employment Program (Section 205)
- 3-b. Preemployment Skills Training Program (Section 205)
- 3-c. Entry Employment Experience Program (Section 205)
- 3-d. School-to-Work Transition Program (Section 205)
- 3-e. Youth Services and Activities (Section 204)

A descriptive outline of the basic program components for each service and occupational skills training area is provided. (See pages 3-a through 3-e.) Offerors may submit more than one proposal or may submit a combined proposal package.

Offerors are cautioned that the descriptive outline provided contains the basic program components which MUST be present. However, proposal consideration will be enhanced by additional creativity in program design.

The SDA encourages one year proposals, but will accept two year proposals. This is possible because the SDA operates on a two year planning cycle. However, offerors are cautioned that proposal continuation beyond one year is contingent on program performance and availability of funds. Neither the SDA nor the offeror are assured funding beyond one year.

REQUEST FOR PROPOSAL

Education for Employment Program

Exemplary Youth Program

A. Program Description

The Education for Employment Program will provide basic literacy training for out-of-school youth who are unable to obtain employment because of their educational deficiencies. The program will serve dropouts and inadequately educated high school graduates. Program instruction may be conducted on an individual or group basis at an acceptable location (e.g., school, library, neighborhood organization). Priority will be given to service providers who have successfully implemented previous literacy training projects.

B. Selection Criteria

The following basic criteria will be used for selecting program participants:

1. Out of school youth who are JTPA eligible, ages 16-21; and
2. Dropouts (priority); or
3. Youth who have educational deficiencies despite the attainment of a diploma.

C. Curriculum

1. The curricula will meet State and locally determined general education diploma and basic education requirements.
2. The curricula will be based on the Basic Education Skills Youth Competencies (Part II-A, Youth Competencies, page 7 thru 11, Section C, Basic Education Skills). The curricula format and content will be determined by the service provider.

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REQUEST FOR PROPOSAL

Preemployment Skills Training Program

Exemplary Youth Program

A. Program Description

The Preemployment Skills Training Program will provide in-school youth with an awareness of the "world of work." It will assist youth in identifying vocational interests and in acquiring the skills necessary to seek, obtain, and retain employment. The program will serve youth aged 16-21, and individuals 14-15. Classroom instruction will consist of up to 200 hours. The program may be conducted as either a self-contained project or as a prerequisite for participation in the Entry Employment Experience Program.

B. Selection Criteria

The following basic criteria will be used for selecting program participants:

1. In-school Youth who are JTPA eligible, ages 16-21, or 14-15; and
2. Youth who plan to enter the full-time labor market upon leaving school; and who do not meet established levels of academic achievement (priority); and
3. Individuals, ages 14-15, who are JTPA eligible.

C. Curriculum

The curricula will be based on the Preemployment Skills Youth Competencies (Part II-A, Youth Competencies, page 4 thru 6, Section A, Preemployment Skills). The curricula format and content will be determined by the service provider.

REQUEST FOR PROPOSAL

Entry Employment Experience

Exemplary Youth Program

A. Program Description

The Entry Employment Experience Program will provide youth with an entry level job in either public and private non-profit agencies or private for-profit worksites. Preemployment Skills Training is a prerequisite for participation in the Entry Employment Experience program. The service provider must indicate how many placements it plans to develop in each category, if both are targeted.

1. Public and Private Non-Profit Agencies

Targets youth in high school or in an institution offering a certified high school equivalency program.

Worksite and education and training activity hours may not exceed 500 hours; 20 hours weekly during the school year and full-time during the summer and holidays.

Classroom training must be specified in a preemployment contract or meet established academic standards, via awarding Carnegie units of academic credits.

Wages will be no less than $3.35 per hour, but no more than the prevailing entry-level compensation for the same occupation in the labor market area.

Participation may not exceed six months, including time spent in Preemployment Skills Training.

Participation precludes subsequent participation in other Title IIA work experience programs.

2. Tryout Employment (Private For-Profit Worksites)

Targets high school seniors or youths in an institution offering a certified high school equivalency program.

Worksite hours may not exceed 250 hours; 20 hours weekly during the school year and full-time during the summer and holidays.

Classroom training is optional. It may be provided to assist youths in job-related problem solving and to reinforce their preemployment skills training.

Compensation in lieu of wages shall be $3.35 per hour to be paid by the grant recipient for up to 250 hours.

Placements shall be developed with the intent of providing the youth an unsubsidized job. Vacancies in such positions may not be refilled if the previous participant completed tryout employment but was not hired.

B. Selection Criteria

The following criteria will be used for selecting program participants:

1. Youth who are JTPA eligible, ages 16-21; and
2. Youth who do not plan to continue on to postsecondary education (priority); and
3. Youth who are enrolled in a high school or an institution offering a certified high school equivalency program; and
4. Have completed Preemployment Skills Training Program, or its equivalent; and
5. Have not recently held a part-time or summer job for more than 250 hours of paid employment.

C. Curriculum

The curricula will be based on the Work Maturity Skills Youth Competencies (Part II-A, Youth Competencies, page 5 & 6, Section B, Work Maturity Skills) and Job-Specific Skills Youth Competencies (Part II-A, Youth Competencies, page 11, Section D, Job Specific Skills). The curricula format and content will be determined by the service provider.

REQUEST FOR PROPOSAL

School-to-Work Transition Assistance Program

Exemplary Youth Program

A. Program Description

The School-to-Work Transition Assistance Program will serve dropouts and high school seniors in high schools having a predominance of students from families with incomes below 70 percent of the lower living standard income level. The program will provide services which will enable the participants to obtain employment. Transition services which may be provided include:

1. provision of occupational information
2. short-duration job search assistance
3. job clubs
4. placements and job development
5. follow-up

Program participants may be referred to other JTPA adult training activities or the Job Corp.

Program participants may also be referred to a Preemployment Skills Training Program as either a complement to the transition services or as a prerequisite for enrollment in the Entry Employment Experience Program.

B. Selection Criteria

The following criteria will be used for selecting program participants:

1. Youth who are JTPA eligible, ages 16-21; and
2. High school seniors who plan to enter the full-time labor market upon graduation, with priority to seniors in high schools having a predominance of students from families with incomes below 70 percent of the lower living standard income level; or
3. Dropouts who have recently left school.

C. Curriculum

The curricula will be based on the Preemployment Skills Youth Competencies (Part II-A, Youth Competencies, page 4 thru 6, Section A, Preemployment Skills). The curricula format and content will be determined by the service provider.

REQUEST FOR PROPOSAL

Youth Services and Activities

Proposals may be submitted which provide for a combination of services and activities or provide for a single service or activities. The following services and activities (See Part I, page 2) are applicable to youth:

1. Remedial education and basic skills training.
2. Institutional skill training
    a. Multiple Competency Clinical Technician

    b. General Clerical Cluster (Bookeeping, file clerk, office machine typist, word processing, etc.)

    c. Auto Mechanics, Heavy Equipment Mechanics, including Diesel

    d. Building Maintenance, General Utility repair

    e. Truck Driving Occupation

    f. Service Occupations (Cooks, Cleaning Service Workers, Security Guards)

    g. Retail Sales/Cashier Cluster (Stock Clerks; Stockroom, Warehouse, Shipping/Receiving Clerk)

    h. Landscape/Gardeners and Groundskeepers

    i. Construction Cluster (Pre-apprenticeship, laborer, entry level type training in various construction occupations)

    The above occupations may be either Individual Referrals to existing occupational training or class size training.
3. On-the-Job training.
4. Programs of advanced career training which provide a formal combination of on-the-job and institutional training and internship assignments which prepare individuals for career employment.
5. Training programs operated by the private sector, including those operated by labor organizations or by consortia of private sector employers utilizing private sector facilities, equipment, and personnel to train workers in occupations for which demand exceeds supply.
6. Programs to develop work habits and other services to individuals to help them obtain and retain employment.

7. Work experience.
8. Vocational exploration.
9. Attainment of certificates of high school equivalency.
10. Pre-apprenticeship programs.
11. On-site industry-specific training programs supportive of industrial and economic development.
12. Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of that training.

Conditional Proposals

The SDA is further seeking proposals in the following occupational skills training areas provided documentation can be secured to justify job placement. Employer commitment and/or Performance Based (Fixed Unit Price) Contracts are encouraged in these occupations. They are: Bank Teller, Electric Power Line Installation and Repair; Telephone Installation & Repair, Electrical, Electronics Technology; Heavy Equipment Operator

The SDA will accept proposals in other occupations if adequate documentation is provided to justify the need for the training and/or a commitment to hire by an employer or group of employers. It is suggested that you give consideration to submitting a Performance Based Contract for the selected occupation that may be placed in this category.

All services and activities curricula will address appropriate youth competencies (Part II-A, Youth Competencies, pages 4 thru 11).

PART II-A

YOUTH COMPETENCIES

A youth competency is a skill or ability acquired by a participant during program enrollment. To determine the achievement of a Specific Competency, behavioral objectives must be enumerated. A performance criteria and an accompanying means for measuring and recording the degree of accomplishment must be developed. This means that a detailed program curriculum must be developed which is directly linked with explicitly stated behavioral objectives (competency statements), performance criteria, and documentable participant achievements.

The curriculum must be based on one or more of the three competency areas recognized by the PIC: A) Pre-Employment/Work Maturity Skills, B) Basic Education Skills, and C) Job Specific Skills. Within the competency area of Pre-Employment/Work Maturity Skills, seven (7) of the ten (10) Specific Competencies must be addressed. Of the seven (7) Specific Competencies, four (4) of the Specific Competencies addressed must be: 1) Interpersonal Skills, 2) Job Seeking/Keeping Skills, 3) Attitude/Employee Behavior, and 4) Supervision. Within the competency area of Basic Education, five (5) of the eight (8) Specific Competencies must be addressed. Of the five (5) Specific Competencies, two (2) of the Specific Competencies addressed must be: 1) Reading and 2) Computation.

A minimum of fifty percent (50%) of the Competency Statements listed under the Specific Competencies selected must be included in the training curriculum. To receive credit for achieving a Specific Competency, a participant must satisfactorily complete seventy percent (70%) of the Competency Statements.

A. PRE-EMPLOYMENT SKILLS/WORK MATURITY SKILLS

Definition:
Preemployment Skills are defined as those skills and abilities obtained by the participant to make career decisions, obtain and retain unsubsidized employment and function effectively in an employment environment. Work Maturity Skills are those attitudes, knowledge, and skills, which, when put to practice, allow an individual to understand and respond to the basic requirements of the work environment; thereby enhancing one's potential ability to retain employment.

Specific Competencies:

* (1) Interpersonal Skills,
* (2) Job Seeking/Keeping Skills,
(3) Work and Career Planning Skills,
(4) Life Skills,
(5) Reliability,
* (6) Attitude/Employee Behavior,
(7) Work Habits,
(8) Motivation,
* (9) Supervision,
(10) Employer Expectations

Competency Statements:

(1) Interpersonal Skills - Participants will demonstrate the ability to:

- (a) Demonstrate a more positive and realistic self image.
- (b) Recognize the importance of human relations in career development.
- (c) Describe how people are unique in how they look, act and feel.
- (d) Describe how heredity, culture and experience shape what people are.
- (e) List reasons why people's lives take on added meaning when they know their values and set attainable goals.
- (f) Identify general attitudes and behaviors that help people relate to others.
- (g) Define family and ways of dealing with family.
- (h) Analyze cultural differences, problems they may cause, and ways of solving those problems.
- (i) Identify characteristics of change and differentiate between positive and negative ways of dealing with change.
- (j) Describe the need for personal goals and identify the factors involved in setting and reaching them.

(2) Job Seeking/Keeping Skills - Participants will demonstrate the ability to:

- (a) Use multiple sources of job information.
- (b) Identify a prospective employer's products and services.
- (c) Determine key contacts within a prospective employer's organization.
- (d) Identify the free services provide by the state employment agency in helping people find jobs and job training.
- (e) Determine how private employment agencies operate to help people finds jobs for a fee.
- (f) Identify the procedures involved in applying directly for jobs at company personnel offices.
- (g) Prepare for common types of employment tests.
- (h) Identify the purpose of job application forms.
- (i) Read and complete those parts of a job application form asking for personal facts, job interests and job skills, references, and education and employment records.
- (j) Prepare letters of inquiry or application.
- (k) Compile a list of references.
- (l) Apply for a social security card, work permit, and licenses.
- (m) Prepare a resume summarizing experience, education, and job training.
- (n) Identify the purpose of job interviews.
- (o) Identify the necessary steps in getting ready for a job interview.
- (p) Differentiate between appropriate and inappropriate behavior attitudes and dress for a job interview.
- (q) Assess prior work experience, career goals and personal character, job references, and personal aptitudes.
- (r) Discuss wages and salaries with a prospective employer.

(s) Define basic terms about wages and salary, identify standard paycheck deductions, and do simple computations related to salary.
(t) Identify and describe common company benefits.
(u) Identify the purpose of worker's compensation and describe the benefits it provides.
(v) Identify the purpose of unemployment insurance and disability insurance and describe the benefits they provide.

(3) Work & Career Planning Skills - Participants will demonstrate the ability to:
(a) Correlate the relationship between job and academic skills.
(b) Demonstrate an accurate employment market knowledge of occupational requirements and trends.
(c) Describe what various fields of work are like and what kind of people are successful in them.
(d) Judge the chances of getting a job now and in the future in the fields of work they are interested in.
(e) Determine how many and what kind of workers will be needed (short/long term) in the local area.
(f) Identify where and how to get specific and local labor market information.
(g) Determine the kind of preparation and training youth need to get an entry-level job and subsequent promotions.
(h) Identify occupations and professions through information sources and occupational and professional organizations.
(i) Evaluate occupational apprenticeships and other training opportunities.
(j) Evaluate educational opportunities including college, vocational training, home-study programs, adult and life-long learning programs.

(4) Life Skills - Participants will demonstrate the ability to:
(a) Use the telephone.
(b) Tell time.
(c) Demonstrate how to use the public transportation system.
(d) Demonstrate appropriate hygiene and dress.
(e) Use money effectively.
(f) Identify the need for income tax and to compute tax returns.
(g) Identify major points to consider in renting an apartment.
(h) Identify and understand banking and financial services available in the community.
(i) Use sound buying principles in both goods and services.
(j) Define credit and describe how to use it.
(k) Define contracts and identify the elements they contain.
(l) Identify elements of buying and maintaining a car.
(m) Appraise personal insurance needs.
(n) Identify and understand appropriate child care services.

(5) Reliability - Participants will demonstrate the ability to:
(a) Demonstrate an acceptable attendance record by being on the job regularly and promptly.
(b) Record timely notice if late/absent.
(c) Complete tasks on time.

(c) Demonstrate responsibility and dependability in carrying out tasks.

(6) Attitude/Employee Behavior - Participants will demonstrate the ability to:
  (a) Demonstrate appropriate hygiene and dress.
  (b) Solve personal business and problems outside work.
  (c) Arrange for adequate child care.
  (d) Develop self-confidence.
  (e) Demonstrate self-control.
  (f) Accept responsibility for own actions.
  (g) Recognize and analyze problems.
  (h) Develop alternative solutions to problems and recognize their consequences.
  (i) Use appropriate language.
  (j) Develop a positive self-concept.
  (k) Maintain a sense of congeniality.

(7) Work Habits - Participants will demonstrate the ability to:
  (a) Prepare/plan and organize job responsibilities.
  (b) Arrange materials/tools/work station.
  (c) Demonstrate consistency in task completion.
  (d) Use appropriate techniques/tasks.
  (e) Plan time effectively.
  (f) Plan reasonable work goals.

(8) Motivation - Participants will demonstrate the ability to:
  (a) Demonstrate initiative, good judgement and integrity.
  (b) Complete all tasks.
  (c) Make inquiries about the job and related work.
  (d) Seek opportunities to learn.
  (e) Practice skills and request feedback.
  (f) Seek additional work when assigned tasks are completed.

(9) Supervision - Participants will demonstrate the ability to:
  (a) Demonstrate attentiveness and cooperativeness.
  (b) Request clarification when needed.
  (c) Negotiate differences of opinion.
  (d) Accept guidance/correction and constructive criticism.
  (e) Recognize and respect another's authority.
  (f) Complete instructions and work under supervision.

(10) Employer Expectations - Participants will demonstrate the ability to:
  (a) Assess employment conditions.
  (b) Evaluate work standards and schedules.
  (c) State personnel procedures.
  (d) Identify safety and emergency procedures.
  (e) Define loyalty.

B. BASIC EDUCATION SKILLS

Definition
Basic Education Skills are defined as those academic skills and abilities necessary and/or beneficial for the participant to function successfully in an employment environment.

Specific Competencies:
* (1) Reading;
(2) Writing;
(3) Listening;
(4) Speaking;
* (5) Computation;
(6) Economic Understanding;
(7) Governmental Understanding;
(8) Health Education;

Competency Statements:
(1) Reading - Participants will demonstrate the ability to:
- (a) Recognize and interpret common terms taken from signs, forms, and other material encountered in daily life.
- (b) Identify common prefixes and suffixes and use these as aids in decoding words.
- (c) Determine which known meaning of a multiple-meaning word is intended from context.
- (d) Use context clues to select an appropriate definition for an unfamiliar word.
- (e) Demonstrate skill in identifying the main idea by choosing a generalization which appropriately summarizes the context of a selection.
- (f) Recall specific details from a paragraph or group of paragraphs.
- (g) Determine the difference between a statement given as a fact and a statement of opinion.
- (h) Distinguish order of events in a reading selection using sequence of presentation and clue words.
- (i) Read a selection and answer questions that require an understanding of cause/effect relationships.
- (j) Draw certain conclusions based on what the writer has stated or implied.
- (k) Recognize and use context clues to get the appropriate meaning of colorful language such as idioms.
- (l) Identify and discern ways an author may describe a character directly by revealing thoughts and feelings and/or indirectly through actions of that character.
- (m) Use alphabetical sequence in locating information in sources such as encyclopedias, dictionaries, and phone books.
- (n) Identify types of library catalog cards and the information that appears on each.
- (o) Select the appropriate sources such as newspaper, encyclopedia, atlas, almanac, thesaurus, dictionary, telephone book, or magazine for gathering specific information.

(p) Use table of contents, index, title page, copyright page, preface, appendix and glossary to location desired information in a specific book.
(q) Select the appropriate section of a newspaper to gather specific information.
(r) Interpret and locate specific information in graphs, charts, diagrams, tables, and maps.
(s) Complete accurately a common form used in the business world.
(t) Recognize specific information found in ads, labels, and directions.
(u) Apply printed multi-step directions in their entirety.
(v) Use the dictionary for determining word derivatives, word meanings, parts of speech, and pronunciation.

(2) Writing - Participants will demonstrate the ability to:
(a) Record personal information for self and others.
(b) Write meaningful sentences that are grammatically correct.
(c) Write short messages and reports.
(d) Write major paragraph types.
(e) Write letters appropriate for varying personal and business situations.
(f) Write reports and compositions.

(3) Listening - Participants will demonstrate the ability to:
(a) Listen attentively and actively.
(b) Listen for main ideas and supporting evidence in a presentation.
(c) Follow a thought and summarize information.
(d) Ask key questions to obtain additional information.

(4) Speaking - Participants will demonstrate the ability to:
(a) Speak with acceptable pronunciation and enunciation.
(b) Use language that is clear, direct, appropriate.
(c) Participate in group discussion.
(d) Give an effective oral presentation.
(e) Establish eye contact with the person with whom he/she is communicating.
(f) Organize thoughts before communicating orally.

(5) Computation - Participants will demonstrate the ability to:
(a) Identify, add, subtract, multiply, and divide whole numbers, as well as, solve word problems using whole numbers.
(b) Identify, add, subtract, multiply, and divide fractions, as well as, solve word problems involving fractions.
(c) Identify, add, subtract, multiply, and divide decimals, as well as, convert decimals to fractions and solve word problems involving decimals.
(d) Compare fractions, decimals, and percent.
(e) Calculate percent of a number.
(f) Solve word problems with percents.
(g) Read graduated scales.

(h) Solve measurement problems encompassing linear, area, volume and time measurement.
(i) Use electronic calculator.
(j) Use metric measurements in calculations and conversions.
(k) Interpret graphs, charts, and tables.
(l) Solve problems related to purchases (cost, change, discount, tax, etc.).
(m) Solve problems dealing with earnings and savings.
(n) Solve problems dealing with basic living and/or traveling expense.
(o) Recognize equivalent representations of rational numbers expressed in conventional or scientific notation.
(p) Solve routine problems using rates.
(q) Determine simple probabilities.
(r) Solve or recognize reasonable solutions to non-routine problems.
(s) Understand the relationship of Fahrenheit to Celsius and be able to convert one to the other.

(6) Economic Understanding - Participants will demonstrate the ability to:

(a) Identify advertising techniques and consumer fraud and know what to do about them.
(b) Describe the economics of employment including the production and consumption of goods and services, business profits and losses, competition and prices, supply and demand, the effects of credit on the economy, labor organizations, taxes, and government regulatory agencies.
(c) Describe how limited resources and unlimited wants dictate choices to economize.
(d) Define the concepts of supply and demand.
(e) Describe the structure and function of business and organized labor in the economic system of the United States.
(f) Define the concept of the business cycle, including inflation, growth, recession, and unemployment.
(g) Define the characteristics of command and market economies.
(h) Define the concept of social costs and social goods.
(i) Define the basic characteristics of international trade, including tariffs, balance of trade, and comparative advantage.
(j) Define the role of fiscal (tax) and monetary (money) policies, including how they relate to employment and price stability.
(k) Describe how, in a market economy, the production and exchange of goods and services produces income, including profits and wages.
(l) Interpret economic data as found in graphs and charts.
(m) Describe the function and role of money and banking in the United States.
(n) Define how that the government acts to modify the United States' economy by transfer payments and redistribution of income.

(7) Governmental Understanding - Participants will demonstrate the ability to:
   (a) Define the process and operation of elections.
   (b) List ways to participate in government.
   (c) Describe the organization and operation of local, state, and national government.
   (d) Define the Bill of Rights, due process and rules of law.
   (e) Describe inter-governmental relations.
   (f) Define limited government, checks and balances, and separation of powers.
   (g) Describe how to register and vote.
   (h) List good citizenship practices.

(8) Health Education - Participants will demonstrate the ability to:
   (a) Administer first aid steps in life threatening situations involving air, bleeding and circulation.
   (b) Define a balanced diet.
   (c) Describe effect, both positive and negative, of difficult drugs on the body.
   (d) Describe proper dental care.
   (e) Describe appropriate physical fitness techniques for daily living.
   (f) Describe positive stress management techniques.
   (g) Describe proper hygiene.

C. JOB SPECIFIC SKILLS:

Definition:
Job Specific Skills are those demonstrated proficiencies in knowledge and skills normally required to carry out tasks of a specific occupation or cluster of occupations.

Job Specific Skills are so occupationally specific that they will have to be determined by each occupation. Even though they are not listed at this point, the Private Industry Council will recognize those occupations which identify and use resources and processes related to outlining competencies for the specific occupation.

PART III

GRANT APPLICATION PROCEDURE

A. SUBMISSION FORMALITIES

To be considered, all responses to this RFP must be submitted in a securely bound package. Four (4) copies (two with original signature) should be mailed to:

Mr. Howard Melton
Chief of Human Resources
Programs and Planning
Birmingham-Jefferson County Area
Job Training Consortium
720 North 19th Street
Birmingham, Alabama 35203

One (1) additional copy should be mailed to:

Mr. Bob Craig
Coordinator
Private Industry Council
Suite 203, Commerce Center
2027 1st Avenue North
Birmingham, Alabama 35203

Proposals must be received by 5:00 p.m., April 1, 1985 to be considered for Planning Year 1985-86 funding.

Unnecessarily elaborate brochures or other presentation beyond that sufficient to present a complete and effective proposal are not desired. Elaborate artwork, expensive paper, and bindings are neither necessary, nor wanted. It is generally preferred that written material be single spaced, except where there is a reason for double spacing. Outline form or major headings is preferred. Pages are to be numbered at the bottom. Legibility, clarity, and completeness are essential.

Proposals should be assembled in the order shown below, stapled in the upper left hand corner and not otherwise bound.

B. PROPOSAL FORMAT

The proposal package is comprised of the following sections:

Sub-recipient Signature Sheet
General Provisions
Proposal Summary
Narrative
Budget Cover Sheet and Budget Summary Forms
Assurances and Certification

C. PERIOD OF PERFORMANCE

The period of performance for this Agreement shall be from July 1, 1985 to June 30, 1986.

D. LIMITATION

This Request for Proposal does not commit the Private Industry Council (PIC) or the Service Delivery Area (SDA) to award a contract, to pay any costs incurred in the presentation of a proposal to this request, or to procure or contract for services or supplies. The PIC and the SDA reserve the right to accept or reject any or all proposals received as a result of this request; to negotiate with all qualified sources, or to cancel in part, or in its entirety, this RFP if it is in the best interest of the PIC and the SDA to do so. The PIC and the SDA's contracting officer may require the offerors selected to participate in negotiations and to submit any price, technical, or other revisions of their proposals as may result from negotiations.

E. SIGNATURE

The proposal shall be signed by an official authorized to bind the offeror. The proposal shall also provide the following information: name, title, address, and telephone number of individuals(s) with authority to negotiate and contractually bind the offeror and also the name of who may be contacted during the period of proposal evaluation if different from the signatory official.

F. CONTRACT AWARD

The contract may be awarded based on offers received, without discussion of such offers with the offerors. Each offer should, therefore, be submitted in most favorable terms from a price and technical standpoint which the offeror can make to the PIC and the SDA. However, the PIC and the SDA reserve the right to request additional data or oral discussion or presentation in support of written proposals.

G. TYPE OF CONTRACT

The PIC and the SDA shall recognize three basic types of contracts classifiable by the manner in which costs are incurred by the sub-recipient and paid by the SDA. The three contract types are: 1) performance based contracts, 2) cost reimbursement contracts, and 3) tuition based contracts.

APPLICANTS FOR CONTRACTS ARE ENCOURAGED TO USE THE PERFORMANCE BASED CONTRACT FORMAT.

THE PIC AND SDA RESERVE THE RIGHT TO REQUIRE THAT A SUB-RECIPIENT ADOPT A PERFORMANCE-BASED CONTRACT FORMAT AS A CONDITION FOR FUNDING.

1. Performance-Based Contract

A performance based contract is any contract in which payment is made for performance or achievement of goals and in which payment is withheld for non-performance. A performance based contract has a fixed unit price per participant which is paid in increments as units of performance are completed.

A performance based contract has the following characteristics.

a. It is for training;
b. It is based on a fixed unit price;
c. All fixed unit prices are chargeable to the Training Cost Category;
d. It renders partial payment based on the number of units of performance completed.
e. It renders full payment at completion of training by a participant and placement of the participant in an unsubsidized training related job at not less than a specified wage. (Note: In a Youth Program, full payment may also be rendered for the attainment of employment competencies recognized by the PIC and elementary, secondary, and post-secondary completion or equivalency.)
f. It does not require a line item budget.

A performance based contract links payment with the achievement of units of performance. Units of performance are measureable and quantifiable. There are numerous kinds of units of performance which may be used. Each unit of performance requires precise definition. Examples of units of performance to which payment may be linked are:

a. Enrollment;
b. Completion of training;
c. Placement in a training related job;
d. Placement at a specified wage
e. Positive termination.

Under a performance based contract, the system of payment may be different for each contract. The following are examples of the three most common systems of payment: lump sum, flat rate, and graduated.

a. Lump Sum

At completion of training and placement of ten (10) participants, a lump sum of $10,000 is paid.

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b. Flat rate

25% at enrollment	x 25 participants	=	$10,000
38% at completion	x 20 participants	=	15,200
19% at placement	x 15 participants	=	7,600
18% at retention	x 12 participants	=	7,200
		TOTAL	$40,000

c. Graduated

50 training completions		@ $2,000	=	$100,000
10 placements	$4.00-$4.49/hr.	@ 925	=	9,250
10 placements	$4.50-$4.99/hr.	@ 975	=	9,750
10 placements	$5.00-$5.49/hr.	@ 1,025	=	10,250
10 placements	$5.50 +/hr.	@ 1,075	=	10,750
				$140,000

2. Cost Reimbursement Contract

A cost reimbursement contract is a contract in which payment is made for actual costs incurred to operate a program. Costs are allocated among three JTPA cost categories: Administration Participant Support, and Training.

A cost reimbursement contract has the following characteristics:

a. It requires a line-item budget for cost control, program monitoring, and audit;

b. It renders payment on the basis of allowable costs incurred;

c. It allocates costs among cost categories.

3. Tuition Contract

A tuition contract is a contract in which payment is made on the basis of a set tuition rate applicable to all participants. Tuition costs are charged to the Training cost category. Other costs are charged to the appropriate cost categories of Administration, Participant Support, and Training.

NOTE: With the exception of limited work experience, regular work experience, and needs based payments, all costs are charged to the training cost category. Only 50% of limited work experience may be charged to training; 100% of regular work experience is charged to participant support. Needs based payments will be charged to the participant support cost category and will be paid by the SDA, not the subrecipient.

H. PROPOSAL EVALUATION

The primary responsibility for proposal evaluation shall reside with the Private Industry Council (PIC). The perceptions of its members, based on their collective experience regarding employment and training needs within the community, will form the basis for proposal evaluation. The initial screening of proposals will be conducted by the SDA Staff and PIC Staff, which will convey their recommendations to the PIC Request for Proposal Review Committee. The PIC will review the Committee's recommendations and submit its final recommendations to the SDA. Joint agreement regarding proposals is required of the PIC and the SDA (Consortium).

The Private Industry Council will evaluate each proposal in terms of the following:

1) Relatedness of the proposal goal, objectives, and program design to the expressed intent of the Job Training Partnership Act.

2) Need in the community for the proposed employment and/or training activities.

3) Cost of the proposed program. Administrative costs in excess of 15% will be considered detrimental.

4) Administrative capability (operational and fiscal).

5) Completeness of the proposal package.

6) Does the proposal package respond to the RFP outline?

7) Prior program experience in administering CETA/JTPA projects.

I. PROGRAM EVALUATION

The primary responsibility for program evaluation and oversight throughout the year will reside with the Private Industry Council, through its Program Monitoring and Evaluation Committee. Day-to-day monitoring and evaluation will be the joint responsibility of the Consortium and PIC staff.

Monthly progress of individual subrecipients in terms of their performance goals will be monitored using one (1) or more of seven (7) possible indicators. These indicators will be used for the analysis of individual subrecipient performance and for the comparative analysis of all subrecipients. The seven (7) indicators are:

1) Entered Employment Rate
2) Training Related Employment Rate
3) Welfare Employment Rate
4) Completion Rate
5) Job Retention Rate
6) Wage Index
7) Actual versus Planned Placement

PART IV

GENERAL INSTRUCTIONS

Use the forms provided. Before responding, make several copies of the proposal package, specifically the Work Schedule/Progress Report and Budget Sections.

Do not submit the information requested on forms commonly used by your agency for other purposes. This specifically applies to the Budget section, including Backup Forms I and II.

If the proposal package and its forms are not used, THE PROPOSAL WILL BE RETURNED AND CONSIDERATION OF THE PROPOSAL WILL BE IMPEDED.

Try to limit the inclusion of extraneous material. Confine attachments not requested to the appendix.

Take special note of where information is requested to be either CUMULATIVE or NOT CUMULATIVE.

Two staff persons are available to answer questions and provide assistance: Howard Melton (254-2405) or Cecil Jones (254-2402).

PART V

PROPOSAL DEVELOPMENT INSTRUCTIONS

I. Proposal Summary

1.-3. Self explanatory.
4. Briefly describe the proposed program in terms of the services and activities which it will provide.
5. Self explanatory.
6. Divide total administrative cost by proposed funding.
7. Self explanatory.
8. Enter the total number of all classroom training course slots, if applicable. Slots means number of seats reserved for training; not number of participants. For example, a program may have fifty (50) planned participants who will occupy twenty-five (25) slots throughout the program year.
9. Divide total proposed funding by total projected number of participants served as indicated on the Program Planning Summary.
10. Divide total proposed funding by total projected number of participants to enter unsubsidized placements as indicated on the Program Planning Summary. Obtain the number of unsubsidized placements by totaling direct placements, indirect placements, and obtained employment.
11. Self explanatory.
12. Enter the projected number of participants served. Do not count participants twice. Credit a participant to a category only if the participant was active in that category the majority of time.
13. List the names of all Sub-Sub-Contractors. Exclude OJT.

II. Program Goal

State the general purpose or desired outcome of the program which can be accomplished by meeting one or more objectives.

III. Program Objective(s)

State in performance terms the specific results which the program will produce.

Example: To provide clerical skills training for twenty (20) JTPA eligible participants.

IV. Target Population

A. Describe the target population in terms of its distinguishing characteristics (i.e., male, female, age group, educational level, public assistance status, ethnicity, veteran status, ex-offenders, handicapped). The description will correspond with the Program Planning Summary.

B. - D. Self explanatory.

V. Program Need(s)

Describe documentable problems or needs which exist that the program will address.

VI. Program Benefits - Self explanatory.

VII. Types of Services and Activities.

As applicable, address the information under the activity headings.

A. Classroom Training

1. Occupational (Skills) Training

List the occupations in which training will be provided: occupation title, number of slots, number of participants, length of training.

Briefly describe training methods to be used for each course. Place curricula in appendix.

Describe any employer participation in the occupations discussed above.

Describe specific standards which will be utilized to determine job-readiness of the participants (Example: Words typed per minute, shorthand speed). This is particularly important when open-entry/open exit training is provided.

Describe job development and placement efforts which will lead to unsubsidized employment for participants at the conclusion of their training.

Describe any career counseling available to participants prior to, or during, program participation.

B. On-the-Job Training

Describe the occupational areas that will be targeted for OJT development.

Describe methods that will be used to assess an employer's overall need for OJT participants upon initial contact.

Describe methods that will be used to ensure that employers will retain participants at the termination of the OJT contract.

Describe job development efforts for those participants that are not retained by employers.

Describe methods developed with employers for the referral and selection of participants.

Describe methods which will be utilized to assure that any OJT contract written with a company in which a union bargaining agreement exists has the approval of that appropriate union.

Describe any efforts to remove barriers to employment through OJT for certain segments of the population (Example: Handicapped, Offenders, Females in Non-traditional jobs).

C. Competency Based Training

Describe the method to be used in analyzing, evaluating, and determining an individual's needs.

Describe the procedures and approach to be used in carrying out the program operated under Competency Area(s) chosen.

List the Competency Area, each of its Specific Competencies, and the Competency Statements to be addressed by the program.

Describe what it takes to master each Specific Competency.

Complete the form "SUMMARY OF BEHAVIORAL OBJECTIVES" (Page 19) as indicated below:

COLUMN HEADING:

Time:	Indicate the instructional time programmed for each Competency Indicator:
Competency Indicator:	List each Competency Statement to be addressed by the program. These are taken from the list supplied by the Private Industry Council (Pages 4 through 11), and any that may be added by you.
Benchmark:	For each Competency Statement list the expected performance; how will the participant demonstrate the stated behavioral objective.
Method of Assessment and Certification:	What method will be used to evaluate or assess performance, and what constitutes success.

SUMMARY OF BEHAVIORAL OBJECTIVES (COMPETENCY)

AGENCY EXAMPLE

Page ___ of ______

COMPETENCY AREA: Preemployment Skills

SPECIFIC COMPETENCY: Interpersonal Skills

TIME	COMPETENCY INDICATOR (Competency Statement)	BENCHMARK	METHOD OF ASSESSMENT AND CERTIFICATION
	Participant will demonstrate the ability to:	BY:	
7 hrs.	A. Project a more positive and realistic self image	1. Dressing appropriately and maintaining good personal hygiene.	OBSERVATION- Dress and hygiene checklist. Over five-day period participant averaged no less than "X" points.
16 hrs.	B. Understand the importance of human relations in career development.	1. Verbalizing the impacts which supervisors can have 2. Listing several problems which can result from bad attitudes.	1. INTERVIEW: participant is able to talk rationally about attitude toward superiors. 2. TEST- Participant must score 85% on written test, having been taught 16 hrs of Human Relations
3 hrs.	C.		
1 hr.	D.		
30 min	E.		
2 hrs.	F.		
5 days	G. Define family and ways of dealing with family.	1. Give written definition of family. 2. Construct a "family tree" 3. Identify type of family problems. 4. Analyze and list solutions to problems.	1. TEST: After one day of instruction, define family. 2. TEST: After two days of instruction, list family members and chart on tree with no errors. 3. TEST: After 2 days of instruction, select those things identifiable as family problems with 85% accuracy.
	- AND SO ON -		

EXAMPLE

To Master this Specific Competency, Participants will have to certify in ___ of the _____ Competency Indicators.

VIII. Coordination and Linkages - Self explanatory.

IX. Internal Monitoring and Evaluation - Self explanatory.

X. Organizational Background and Structure - Self explanatory.

XI. Work Schedule/Progress Report

Use the objectives listed in section II, Program Objectives. Describe the actual steps which will be taken to accomplish the objective. Give the estimated date by which the steps will be completed.

XII. REPORTING REQUIREMENTS

The applicant selected must demonstrate a capability to generate accurate and timely information in line with the Consortium Participant Tracking System (PTS) requirements. The applicant must also have the ability to submit periodic reports to the Consortium. These reports may include:

1) Weekly Enrollment Reports - containing verified copies of participant enrollment and an explanation of enrollments below planned levels.

2) Monthly Progress Reports - on each participant reflecting competency levels reached including technical performance as well as behavioral patterns and basic attitude information. This report should indicate when supportive services from BAMC are required to permit the participant to successfully complete the course.

3) Completion Reports - a report at least 60 calendar days prior to class completion reflecting the anticipated number of job-ready participants upon completion, including names and anticipated status of all participants.

Failure to submit required reports in a timely manner may result in a requisition for payment being held until such reports are received.

XIII. BUDGET INFORMATION - Self explanatory.

XIV. Appendix - Self explanatory.

XV. BUDGET FORMS

Use the appropriate budget form for either a performance based contract or a cost reimbursement contract and tuition based contract.

The performance based contract is based on a single, fixed unit price. Documentation is required only for the accomplishment of the units of performance.

The cost reimbursement contract and tuition based contract require the maintenance of complete and accurate records justifying all expenditures and leaving a clear audit trail to the point of origin.

Under the cost reimbursement contract and tuition based contract, all out of town travel must be described in the proposal, and be subject to the Consortium's approval prior to making arrangements for the planned travel. The purchase of furniture and equipment will not be permitted without prior written approval by the Consortium. Where equipment, materials, or supplies are required for training, the sub-recipient must submit supportive documentation reflecting the basis for allocating cost to the agreement.

Payment under this agreement will be made based on the submission of a JTPA requisition supported by necessary documentation. Invoices must be submitted immediately following the billing period and must be signed and certified by the agreement signatory. No advance payments will be made.

A. BUDGET COVER SHEET

Enter data CUMULATIVELY by quarter.

For a performance based contract, enter all costs in the training category, line B, unless otherwise instructed.

B. Budget Summary Form I

Use for performance based contracts only.

The next page is an example of a completed Budget Summary Form I for a performanced-based contract provided for instructional purposes.

It is recognized that the budget form is not universally applicable to all performance based contracts. However, the form does contain the three basic elements of any performance based contract: Fixed Unit Cost, Unit of Performance Definitions, and Schedule of Payments.

BUDGET SUMMARY FORM I EXAMPLE

1. Program Costs

a. Total Participants 25

b. Fixed Unit Price $ $1,600

c. Total Amount Payable $ $40,000

2. Units of Performance

Definitions

a.	Enrollment :	Participation in training for a minimum of ten (10) classroom days.
b.	Completion of Training:	Successful completion of nine (9) months coursework.
c.	Placement :	Permanent full-time unsubsidized employment in a training related job at a rate not less than $4.00 per hour.
d.	Retention :	Employment in a job for a period of not less than 30 working days.

3. Schedule of Payments

	Percent		Fixed Unit Cost		No. Participants		
a.	25%	of	$1,600	x	25	=	$10,000
b.	38%	of	$1,600	x	20	=	$15,200
c.	19%	of	$1,600	x	15	=	$ 7,600
d.	18%	of	$1,600	x	12	=	$ 7,200
					TOTAL	=	$40,000

C. Budget Summary Forms II

Enter data on a quarterly basis, NOT CUMULATIVELY, then total at the far right. Applicants are advised not to simply divide their annual total budget by the number of quarters duration of the agreement to arrive at the amounts. Applicants should plan expenditures, taking into account such considerations as higher initial startup costs.

The Indirect Cost Rate must be negotiated and supported by back-up information; however, if a negotiated Indirect Cost Rate Schedule is presently enforced between your agency and some agency of the Federal Government, you are allowed to use the maximum JTPA Administrative Cost percentage (15%) times Wages only.

Enter at the percentage (%) sign the percentage rate used in arriving at the figures for fringe benefits, retirement, workmen's compensation & unemployment compensation.

D. Budget Backup Form I

Itemize travel, rent, and other items as needed. In the case of staff travel, itemize cost per mile and mileage. In the case of rent, indicate the cost per square foot.

E. Budget Backup Form II

Itemize all equipment, office supplies, textbooks, and other miscellaneous material. Indicate by letters in the Cat. (Category) column whether the expenditure is under Administration (A), Training (T), or Support (S). Indicate by letters in the P-R-L column whether the price is for Purchase (P), Rent (R), or Leasing (L). Note: Title to all equipment with a Purchase price in excess of $50.00 and a useful life year of more than one year reverts to the Consortium.

XVI. BUDGET INFORMATION SUMMARY (BIS)

Enter data CUMULATIVELY by month.

Line 1.) Administration

Enter the cumulative planned accrued expenditures for administration. This includes direct and indirect administration costs. See Section 629.38 of the Federal Regulations.

Line 2.) Training

Enter the planned accrued expenditures for classroom or other training. See Section 629.38 of the Federal Regulations.

Line 3.) Participant Support

Enter the planned accrued expenditures for participant support. These planned expenditures include supportive services and employment generating services. See Section 629.38 of the Federal Regulations.

Line 4.) Total

Enter the total for lines 1-3.

XVII. PROGRAM PLANNING SUMMARY (PPS)

Sections A. B, and C describe the planned flow of participants through the program: the number entering, those leaving (including the reasons for their departures), and those remaining in the program. For planning purposes, Adults are defined as participants age 22 years and older; Youth as participants age 14-21 years old. Section D identifies Significant Segments which this subgrant plans to serve. IF MORE THAN ONE ACTIVITY IS PLANNED, A SEPARATE PPS SHOULD BE SUBMITTED FOR EACH ACTIVITY.

LINE A.) TOTAL PARTICIPANTS (Cumulative)

Enter the total number of participants planned for in the program through the end of the reporting period, including both those on board at the beginning of the designated program year and those who have entered during the program year. This line is the sum of Lines A.1 New Enrollments and A.2. Carry Out.

"Participant" means any individual who has: (1) Been determined eligible for participation upon intake; and (2) Started receiving subsidized employment, training, or services (except post-termination services) funded under the Act, following intake, except for an individual who receives only outreach and/or intake and assessment services.

Line A.1.) New Enrollments

Enter the cumulative number of new participants by month expected to enter the program after the beginning of the program year.

Line A.2.) Carry Out From PY ______.

Enter the number of participants still enrolled on the last day of the previous program year whose participation will continue under the contract in the new program year. This entry will be the same for all subsequent months.

LINE B.) TOTAL TERMINATIONS (Cumulative)

Enter the number of participants expected to terminate the program for any reason from the beginning of the program year through the end of the reporting period. This entry is the sum of Lines B.1., B.2., B.3, and B.4.

"Termination" means the separation of a participant from a given title of the Act who is no longer receiving employment, training or services (except post-termination services) funded under that title. NOTE: Individuals may continue to be considered as participants for a period of 90 days after last receipt of employment or training funded under a given title.

Line B.1.) Enter Unsubsidized Employment

Enter the cumulative number of terminees expected to enter (through the efforts of the subrecipient or otherwise) full- or part-time unsubsidized employment through the end of the reporting period. Unsubsidized employment means employment not financed from funds provided under the Act. (For JTPA reporting purposes, this term includes entry into the Armed Forces, entry into employment in a registered apprenticeship program, and terminees who became self-employed.

Line B.1.a.) Entered Registered Apprenticeship Program

Enter the cumulative number of expected terminees who will enter an officially authorized apprenticeship program plan, during which a worker will receive training in a skill with not less than 2,000 hours of unsubsidized OJT and related theoretical instruction.

Line B. 1.b.) Entered Armed Forces

Enter the cumulative number of expected terminees who enter the Armed Forces following termination from the program.

Line B.2.) Youth Employability Enhancement Terminations

Enter the cumulative number of youth participants expected to terminate under one of the Youth Employability Enhancements through the end of the report period. "Youth Employability Enhancement" means an outcome for youth, other than entered unsubsidized employment, which is recognized as enhancing long-term employability and contributing to the potential for a long-term increase in earnings and employment. Outcomes which meet this requirement shall be restricted to the following: (1) Entered Non-Title II Training; (2) Returned to Full-Time School; (3) Age 14-15 Completed Program Objectives; or (4) Completed Major Level of Education. NOTE: For reporting purposes, a youth shall not be counted in this item if he/she entered unsubsidized employment, and shall be counted in only one of these categories, even though more than one may have been achieved.

Line B.2.a.) Entered Non-Title II Training

Enter the cumulative number of expected youth terminees who will enter an employment/training program not funded under Title II of the JTPA.

Line B.2.b.) Returned to Full-Time School

Enter the cumulative number of expected youth terminees who will return to full-time school if, at the time of eligibility determination, the participant was not attending school and had not obtained a high school diploma or equivalent.

Line B.2.c.) Age 14-15 Completed Program Objectives

Enter the cumulative number of expected youth terminees who will complete program objectives as defined in approved exemplary youth project plans if, at the time of entry, the participant was less than 16 years of age.

Line B.2.d.) Completed Major Level of Education

Enter the cumulative number of expected youth terminees who will complete during enrollment, a level of educational achievement which had not been achieved at time of entry. Levels of educational attainment are elementary, secondary, and post-secondary. Program completion standards shall be governed by local standards at the elementary level; a high school diploma, GED Certificate or equivalent at the secondary level; and a diploma or other written certification of completion at the post-secondary level.

Line B.3 Youth Competencies

Enter the cumulative number of expected youth terminees who will complete the relevant youth competencies designated in the four competency areas: (1) Pre-employment Skills, (2) Basic Education Skills, and (4) Job Specific Skills.

TO TERMINATE A PARTICIPANT IN THE YOUTH COMPETENCY CATEGORY, THE PARTICIPANT MUST SUCCESSFULLY COMPLETE THE PROGRAM CURRICULUM AND ITS CORRESPONDING COMPETENCIES.

Line B.4. Other Terminations

Enter the cumulative number of participants who were terminated for reasons other those in B.1., B.2., and B.3.,--both positive and negative--through the end of the reporting period.

LINE C.) CURRENT ENROLLMENTS (End of Month)

Enter the number of participants expected to be in this program as of close of business on the last day of each month, including those expected to be on board at the time of closeout or completion of the last month of the fiscal year. This entry equals the difference between Lines A. and B.

SIGNIFICANT SEGMENTS (upper right portion of form)

Enter the cumulative participant totals expected for each quarter by sex, age, ethnic group and other.

XVIII. Sub-Sub-Recipient Contracts - Self explanatory.

Item 10 B.

CLASSROOM TRAINING

FLORIDA

From the subcontractor's view, this is a unit cost/cost reimbursement contract. It is one of two contracts for the work described. The subcontractor is paid a fixed unit cost for half of the work from JTPA and is paid for the other half through a cost reimbursement contract from the State's Department of Health and Rehabilitative Services. Because of the client characteristic ("severely disabled"), there is an extensive entrance criteria description and agreed upon competency requirements at three milestones.

COMPUTER PROGRAMMER TRAINING PROJECT FOR THE SEVERELY DISABLED

I. LABOR MARKET CONDITION

The Computer Programmer Training Project for the Severely Disabled (CPTP) will address the growing need for programmers within the Tampa Bay business community. According to the Occupational Outlook Handbook, employment of programmers is expected to grow faster than the average for all occupations through the 1980's as computer usage expands, particularly in firms providing accounting and business management services, and in organizations involved in research and development. This geographic area has seen a dramatic increase in new industry directly involved in providing the aforementioned services. In addition to job openings resulting from growth of the occupation, many vacancies are created through the upward mobility offered experienced programmers in assuming jobs as systems analysts and managers.

II. GOAL

The goal of the CPTP is to identify, train and place 20 severely disabled individuals in competitive employment in local business and industry. The specific computer programming skills taught are those in the most demand as specified by the Business Advisory Council (BAC).

III. OBJECTIVES

A. Entrance Criteria

Referencing the aforementioned business community involvement, the entrance criteria will be established by the BAC, working with rehabilitation sources.

The usual source for clients will be the Office of Vocational Rehabilitation and the Private Industry Council. Referrals will come from current case loads and review of closed files. Other agencies (the Veteran's Administration, private rehabilitation providers, etc.) will also be a further source of potential candidates.

Generally, the following selection criteria can be assumed:

- High school graduate or equivalent
- Above average intelligence
- 12th grade reading comprehension
- Analytical ability and programming aptitude
- Work tolerance of 8 hours (by completion of training)
- Motivation to complete complex tasks

To a great degree, the selection of candidates for programmer training must be based on objective test results and the evaluation of records. This will be supplemented insofar as possible by observation and interview--with the objective of forming educated opinions.

The client will have the intellectual, emotional and physical characteristics necessary to make him successful during an extended period of complex, technical, classroom training and to facilitate his subsequent success as a programmer in industry. He desirably has a record of performance in school or at work which leads one to expect success. His current states of enthusiasm and motivation indicate the same.

The first module of instruction--Introduction to Data Processing--will provide additional opportunity for evaluation before the formal programming part of the course actually begins. Every accepted student must understand that his acceptance is conditional until the end of the first module -- 2 to 3 months. During this period of mutual evaluation, the student may decide that he doesn't like the field or the project may decide that the student's probability of success is not great enough to warrant his continuation. By the beginning of the second module of instruction, all such doubts should have been resolved.

The basic criteria for screening persons being considered for programmer training may be divided for sake of convenience into four general categories: intellectual, emotional, physical, and historical. Of these, the most significant is intellectual, since if sufficient learning ability is not present, the other characteristics are of little value in this field.

Intellectual:

- Intelligence should be above average. Suitable instruments for this measurement include the OTIS, RAVEN, SHIPLEY and WESCHLER tests. Others may also be used.
- Reading comprehension should meet the 12th grade norms. The Peabody Individual Achievement Test (PIAT) is one suitable instrument for determining this lever . Reading comprehension is important because of the required use of technical reference books both during training and after employment.
- Analytical ability and programming aptitude should be suitable. Either or both the SRA Programmer Aptitude Test and the WOLFE "Aptitude Assessment Battery - Programming" may be used as indicators in this area.
- Education to include graduation from high school, or the equivalent as indicated by a GED certificate is highly desirable. Although not an indicator of intellectual ability, such achievement is usually required by a prospective employer and does aid the trained person in dealing with other programmers, who are usually themselves college graduates. Similarly, a working knowledge of basic algebra can be of great assistance; it teaches problem analysis which presents the greatest difficulty to the embryo programmer.

Emotional:

- An awareness of the reality of his disability and a willingness to start work on a new vocational goal are essential. Programmer training is hard and sometimes intensely frustrating; if the trainee cannot concentrate on and overcome these problems as they arise, he will not be successful in training or at work.

- Because of the difficulty of the training, motivation to succeed is highly important. The person who decides to "try it and see if I like it" will not like it and will drop out. Perserverance is essential.

- Ability to tolerate frustrating situations is important in the classroom situation and at work. In any class including persons of widely divergent disabilities and varying degrees of ability, there will be frequent occasions when some of the class are ready to go ahead and others have not yet understood the previous work. A mutual tolerance is essential and unpleasantness or disruption could not be tolerated. Similar stresses can develop in the work situation when the programmer does not fully understand an assignment which has just been explained by a person more familiar with the work.

- Particularly in the case of the homebound person, self-discipline and dedication are required if useful work is to be performed.

Physical:

- Work tolerance of at least six hours at the beginning of training is necessary, with the prospect of tolerance increasing to eight hours by completion of training.

- The ability to communicate by telephone is almost always a requirement. In some cases, special equipment such as automatic dialers, microphones, and headsets may be available. In any case, the person must be able to ask questions and to accept instructions and explanations via telephone (independently or with electronic assistance).

- Some degree of typing capability should exist. Speed is usually not important, but a reasonable degree of accuracy is more so. The typewriter or similar device such as a keypunch or computer terminal is used to record the programs as they are designed. Any means of typing is acceptable to include one-finger, peg and mouthstick.

- Hand-writing is very desirable, but not essential. Programs may be recorded on paper for subsequent keypunching by another person or, as mentioned above, may be recorded mechanically. During the program development process, the program operation is described graphically using a block-diagram technique. This is most easily drawn by hand, but substitute techniques may be used. Finally, when a program is complete, it must be documented. This documentation may be handwritten or typed, or in most cases, may also be dictated for transcription by another person.

- Since most programmer reference material is contained in books and looseleaf manuals, the ability to lift such books and turn pages is highly advantageous. Lacking this ability, the references must be obtained with the assistance of another person.

Historical:

- If the client has worked, either before or since his disablement, his work record becomes an important part of any evaluation. It has been stated that the best indicator of what a person will do is what he has already done. In this context, the person's work record includes his educational history if the period of work was short or nonexistent. Here we are looking for indicators of stability, motivation, enthusiasm, cooperation and a general will to succeed.

- Other possible indicators of aptitude for programming may include a serious interest in music or poetry, skill with puzzles and games requiring concentration and memory, and -- to a lesser extent -- any avocation requiring patience and concentration.

B. Competencies to be Obtained

Upon completion of the training program, CPTP graduates will have acquired the following:

1. Knowledge of business structures and organizations
2. Enhanced oral and written communication skills
3. Improved job seeking skills (interviewing; resume preparation)
4. Proficiency in writing application programs in Structured COBOL with emphasis on Tampa Bay area business needs
5. Knowledge of the operating system and assiciated software for the IBM 3081 computer
6. Skill in utilizing the computer terminal (Memorex 1377) in a teleprocessing environment
7. Familiarity with concepts and terminology of IBM Data Base (IMS), CICS, SAS and JCL

Job Duties:

Computers can process vast quantities of information rapidly and accurately, but only if they are given step-by-step instructions to follow. Because the machines cannot think for themselves, computer programmers must write detailed instructions called programs that list in a logical order the steps the machine must follow to organize data, solve a problem, or do some other task.

Programmers usually work from problem descriptions prepared by systems analysts who have carefully studied the task that the computer system is going to perform - perhaps organizing data collected in a survey or estimating the stress on portions of a building during a hurricane. These descriptions contain a detailed list of the steps the computer must follow, such as retrieving data stored in another computer, organizing it in a certain way, and performing the necessary calculations. An applications programmer then writes the specific program for the problem, by breaking down each step into a series of coded instructions using one of the languages developed especially for computers.

Programs vary with the type of problem to be solved. For example, the mathematical calculations involved in payroll accounting procedures are different from those required to determine the flight path of a space

ADDENDUM

TO

PROGRAM OUTLINE

The competencies to be achieved per trimester are:

End of Trimester I:

1. The student will demonstrate through formal testing, instructor observation and application, a knowledge of major business data processing concepts and procedures; will be able to describe a major DP shop, typical hardware and software, and standard business applications of computers.
2. The student will demonstrate familarity with the CRT (terminal), concepts and terminology of teleprocessing, type of computer being used, major softward supporting the project.
3. The student will demonstrate through formal testing and actual applications familiarity with the programming language COBOL, its major uses, advantages disadvantages, format and scope; also will be knowledgeable of STRUCTURED COBOL concepts and format and will have written several programs in Structured COBOL.
4. The student will demonstrate programming skills in STRUCTURED COBOL through actual applications using basic coding techniques and multiple control breaks.
5. The student will demonstrate through applications knowledge of CLIST language and BASIC.

End of Trimester II:

1. The student will demonstrate knowledge of file handling, Tables, indexes and subscripts and basic data validation techniques through actual applic-cations in Structured COBOL.
2. The student will demonstrate familarity with Job Control Language (JCL) through formal testing and applications.
3. The student will demonstrate familarity with terms and concepts of CIS and SAS through formal testing, instructor interaction and application.

End of Trimester III:

1. The student will be competent in basic JCL coding, advanced coding, of COBOL, debugging techniques, and data validation methods as demonstrated through applications.

2. The student will demonstrate skill in writing, oral communication, and team approaches to programming through regular reports and instructor interaction.

EXHIBIT B

1. Budget is made for the full nine months, for the full amount. The budget is then justification for an average cost per participant (assumed 20) of $6,074.75. Since there will be three tri-mester beginnings during the nine month period of the contract, a fixed cost per participant per trimester is set at $2,000.

   The State of Florida Department of Health and Rehabilitative Services will pay one-half the cost per participant. Therefore, the cost to County of a fixed fee basis is $1,000 per participant per tri-mester.

2. Since fifteen (15) carry-over placements are assumed during the nine months of the contract period, a $1,000 fee per placement is assessed. Placements for the class attending during the nine months of the contract period will occur after the end of the contract period, and will be included in the negotiated contract for that period.

3. The definition of placement is expanded to include any related job containing the initial three digit DOT (Dictionary of Occupational Title) code as for that of a computer programmer (007).

4. The placement wage will be in excess of $6.00 per hour and estimated to be from $12,000 to $15,000 per year.

5. If placement occurs during Trimester I, 1/3 of placement cost, as defined earlier, will be billed. If placement occurs in Trimester II, 2/3 of placement cost will be billed, and if placement occurs in or after Trimester III, the full $1,000 will be billed.

Item 10 C.

CLASSROOM TRAINING

KENTUCKY

JTPA single unit charge performance contract for two types of classroom training. This example demonstrates a concise statement of the program, participant enrollment criteria, program schedules, program design, performance objectives and schedule, and the budget and payment schedule. The controlling policy when this contract was written was that a minimum of 20% of the total unit cost must be for placement. (The percentage may be increased.)

SUBCONTRACTOR, INC.
JTPA CONTRACT
NARRATIVE

A. SCOPE OF PROGRAM:

Contractor: Subcontractor, Inc. (SCI)

Program Name: Secretarial & Business/Finance Training Program (SBF).

Program Location:

Telephone Number:

Program Activity: Institutional Skill Training for Entry-Level Employment in:

1. Secretarial & Clerical Occupations

2. Business & Finance Occupations.

Total Participants to Be Served: 80.

Number of Program Enrollment Cycles: 2. (See Schedule in Section C below.)

Slots per Program Enrollment Cycle: 40.

Length of Program Enrollment Cycle: 31 weeks maximum for Secretarial (22 weeks of Institutional Skill Training, 60 calendar days of Job Development & Placement activities). 28 weeks maximum for Business /Finance (19 weeks of Institutional Skill Training, 60 calendar days of Job Development & Placement activities).

Daily & Weekly Program Hours: 9:30 a.m. to 4:30 p.m., Monday through Friday, for a total of 30 hours per training week.

Start Date of First Program Enrollment Cycle: October 31, 1983.

End Date of Last Program Enrollment Cycle: June 13, 1984.

B. PARTICIPANT ASSIGNMENT STANDARDS:

1. 18 years of age or older.
2. High school diploma or GED.
3. For Secretarial: 8th grade level on BOLT, both reading & math.
4. For Business/Finance: 10th grade level on BOLT, both reading & math.

C. SCHEDULED PROGRAM CYCLES:

CYCLE	Start Orientation	Complete Institutional Skill Training	Unsubsidized, Training-Related Placement
I.	10/31/83 = 40	Secretarial 03/30/84 = 16 Business/Finance 03/09/84 = 16	05/30/84 = 12 05/09/84 = 12
II.	11/14/83 = 40	Secretarial 04/13/84 = 16 Business/Finance 03/23/84 = 16	06/13/84 = 12 05/23/84 = 12
TOTALS:	80	64	48

D. PROGRAM DESIGN:

The Subcontractor, Inc: (SCI) will:

- Prepare participants for technical training which will raise them to employment-ready status.
- Train or retrain participants in the skill areas of clerical/secretarial and business & finance.
- Provide a program of instruction in communication and computational skills which prepares participants for continued skill training.
- Place an emphasis upon the importance of proper grooming and personal hygiene, especially as they relate to the world of work.
- Place job-ready participants in training-related employment.

All participants will receive a one-week Orientation and Assessment Workshop, during which a decision will be made as to whether an individual should pursue the Secretarial curriculum or that of the Business/Finance program.

Secretarial Training:

This course is designed to train participants in the clerical occupational area. The course covers Skills Building, Productive Typing, Filing Procedures, Business English, Office Procedures, Telephone Techniques, and Test Preparation. The length of the course will be twenty-one weeks, with training time divided into a six-hour day and five-day week.

The training also includes overall growth in developing the typing skill, work habits, proofreading and other attributes of an office typist.

Related Mathematics and English are taught to enrich the effectiveness of the participant in his/her skill area.

A Secretarial completer will be able to type at an acceptable speed (i.e., from20-55 w.p.m.), and with good control; to put basic skills to work in typing letters, reports and various items such as medical, legal, government and technical forms, ranging from simple to complex. SCI projects that 40% of the trainees will reach a typing speed of at least 55 w.p.m.

A completer will also be able to understand simple to complex sets of problems and instructions. This covers models, semi-arranged copy, and unarranged copy.

Job-ready participants may be placed as secretaries, stenographers, typists and basic word processors. In addition, placements may be made in training-related positions, e.g.: Computer and account recording clerk, production clerk, information and message clerk, transportation service clerk, telephone/telegraph operators and medical clerks.

Business/Finance Training:

This course is designed to train participants in the field of financial services. The course covers Bookkeeping and Accounting Principles, Test Preparation, Operation of Business Machines, and Introduction to Typing. The length of the course will be eighteen weeks, with training time divided into a six-hour day and five-day week.

Related Mathematics and English are taught to enrich the effectiveness of the participant in his/her skill area.

A Business/Finance completer will be able to complete the entire accounting process of a business information system in its simplest form, whether it be merchandising or service. This covers, in general, the journalizing, posting, reporting, adjusting, and closing phases of the accounting cycle.

A Business/Finance completer will also be familiar with the basic concepts of a data processing system involving the accounting cycle, and with general business characteristics.

Detailed curricula for both the Secretarial and Business/Finance Training Programs will be maintained in the Agency's Central Records Unit, for reference in compliance monitoring, with the understanding that details of such curricula can be modified at the reasonable discretion of SCI training staff.

E. PERFORMANCE OBJECTIVES:

1. Enrollment into Institutional Skill Training: SCI expects to enroll a minimum of 80 participants. While more than 80 participants may be enrolled, the single-unit charge for Enrollments (as determined in the Budget Narrative) wil be made only for the first 80, so that payment by the Agency for Enrollments will not exceed $201,600.00.

2. Completion of Institutional Skill Training: SCI anticipates that 80% of program enrollees (64 participants) will successfully complete their institutional skill training. For purposes of assessing this completion objective, a "successful completion" is defined as either:

a. Full program completion, i.e., satisfactory performance in the skills and tasks covered by the training curriculum, to be determined by the disposition conference (which includes instructor, EDP counselor, and job developer); OR

b. Early completion, i.e., program exit after the fifteenth (15th) day, in order to accept training-related employment.

3. Unsubsidized, Training-Related Placement: SCI anticipates that 75% of successful completers (48 participants) will obtain unsubsidized, training-related placement within 60 calendar days of completing their institutional skill training. Should more than 48 participants obtain such placement, the single-unit charge for Placements (as determined in the Budget Narrative) will be made only for the first 48, so that payment by the Agency for Placements will not exceed $62,400.00.

For purposes of assessing this placement objective, and of correctly paying the single-unit charges based on its attainment, "unsubsidized placement" is defined as permanent employment for at least 15 hours per week in a job that is not subsidized with JTPA funds, and which pays at least the Federal Minimum Wage. A job is presumed to be permanent unless the employer explicitly classifies it as temporary. A participant is presumed to have taken a job, if he or she reports for work and has been placed on the payroll.

In order to be counted as a placement for which payment is to be made, the participant must have completed at least the fifteenth (15th) day of the program, thus becoming part of the statistical base for Enrollments (as determined below in the Budget Narrative).

Finally, a "training-related" occupation is one whose job description, as determined by the employer, includes the skills acquired in either the Secretarial or Business/Finance training programs. Such occupations include, but are not limited to, the following:

Secretarial

Production Clerks
Computer Recording Clerks
Information/Message Clerks
Transportation Service Clerks
Telephone/Telegram Operators
Telephone/Telegram Operators
Medical Clerks

Business/Finance

Hotel Front Office Clerks
Office Machine Operators
Postal Clerks
Shipping & Receiving Clerks
Stock Clerks
Bank Clerks
Bank Tellers
Collection Workers

F. **PERFORMANCE PLAN: MONTHLY & YEAR-TO-DATE:**

PERFORMANCE OBJECTIVE		OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
1. Enrollment into Institutional Skill Training	This Month	40	40	0	0	0	0	0	0	0
	YTD	40	80	80	80	80	80	80	80	80
2. Completion of Institutional Skill Training*	This Month	0	0	0	0	0	48	16	0	0
	YTD	0	0	0	0	0	48	64	64	64
3. Unsubsidized, Training-Related Placement**	This Month	0	0	0	0	0	0	0	36	12
	YTD	0	0	0	0	0	0	0	36	48

*(80% of #1)
**(75% of #2)

NOTE: See Budget Narrative for determination of statistical base for Enrollments for which single-unit charge can be made, as distinct from MIS enrollments.

SUBCONTRACTOR, INC. (SCI)
SECRETARIAL & BUSINESS/FINANCE TRAINING PROGRAMS
CONTRACT #
October 1, 1983 - June 30, 1984

A. BUDGET NARRATIVE:

1. This is a performance-based contract. Costs will be billed entirely as fixed, single-unit charges in the cost category of Training.

2. Single-unit charges will be for enrollments in and placements due to institutional skill training. These charges will be $2,520 for each enrollment up to 80, and $1,300 for each unsubsidized, training-related placement up to 48.

3. The full unit price, embracing both single-unit charges, is $3,820 per participant. Full payment of the full unit price is anticipated for no more than 48 participants, with a resultant cost to the Agency not to exceed $183,360.00.

4. Partial payment, i.e., the single-unit charge for enrollment only, is anticipated for no more than 32 additional participants, with a resultant cost to the Agency not to exceed $80,640.00.

5. Total potential cost, and maximum total amount payable to the Contractor, is $264,000.00 for fixed, single-unit charges.

6. For purposes of paying the single-unit charge for enrollment, a participant will not be counted as an enrollment until he or she has completed the 15th day of the program. Likewise, any participants who exit the program prior to completion of the 15th day, will not be counted in the statistical base for assessment and evaluation of the program.

7. An Initial Payment in the amount of $47,210 will be payable to the Contractor for invoice to be submitted upon execution of this contract. The Initial Payment is to be amortized in full prior to the end of the program period, by subtraction of $7,210 from the reimbursement due for January, 1984, and $8,000 from the reimbursement due for each of the remaining five months, i.e., from February through June of 1984.

B. PERFORMANCE-BASED, SINGLE-UNIT CHARGE BUDGET:

Single-Unit Charge	# of Participants	Projected Maximum Cost
$2,520 per Enrollment	x 80 Participants	= $201,600.00
$1,300 per Unsubsidized, Training-Related Placement	x 48 Participants	= 62,400.00
MAXIMUM TOTAL AMOUNT PAYABLE TO CONTRACTOR NOT-TO-EXCEED:		$264,000.00

Item 10 D.

CLASSROOM TRAINING

TENNESSEE

This is a blanket or open-ended performance contract. No particular jobs, type of training, nor client groups are specified. The Subcontractor agrees to find jobs, find eligible participants qualified for such jobs, and find employers willing to commit to hiring the trained participants before the training begins so long as they pass certain competency measures. The Subcontractor is not paid until after the participant is fully trained and placed in a job. The Subcontractor surveys employers for job skill needs then gets approval from the funding agency to do the training for that skill. The Subcontractor attempts to place non-completors and persons who do not pass competency tests but receives no payment for such placements.

Ed. note: SCI = "Subcontractor, Inc."

WORK STATEMENT

THE QUALIFIED EMPLOYEE PROGRAM (QE)

I. Program Description

The Qualified Employee (QE) program offers a link with the private sector. This Q.E. program will serve participants throughout all of District VI. The program wil begin with SCI securing employer commitments to hire all graduates of the program. No program will ever begin participant recruitment without prior employer commitment.

Recruitment

SCI will recruit participants and with the employer's assistance will screen for participants who meet the employer's needs. SCI will also design a specific training program for each participating employer so that the exact skills they want in an employee are taught. After program design is complete, then selection will occur and participants will start the program by completing an assessment battery which will help them identify deficiencies and develop a career plan.

Training

All class training will focus on competency achievement and unless participants can demonstrate mastery of the competencies, they will not graduate. Training will be short term and will focus on job skills as well as job survival skills.

Upon graduation, participants will go to work for the participating employer and SCI will maintain regular post training follow-up to help insure job retention. In addition to this follow-up, SCI will enter into a post-training agreement with the employer.

A. Classroom Training/Occupational (Skills) Training

1. The occupations in which training is being proposed cannot be prescribed at this point since the program operates by securing employer commitments to hire prior to program start. Securing commitments throughout the year will allow the flexibility to work with new employers should they express interest in the program. District VI PIC training committee will approve all programs prior to start-up. All courses will be done in conjunction with employers who ensure that employees are full time.

2. These will be closed entry/closed exit classes.

3. All training courses will utilize SCI's basic training philosophy and will be performance based in price. Training will consist of brief periods of lecture to describe job functions, multiple examples of effective work, large periods of practice time in performing skills and feedback on job performance. Competencies will be prescribed and participants will be regularly tested in relation to those competencies to measure progress. Extra practice time will be provided for students to get additional practice if necessary so they can meet competencies in which they have been deficient. Under no circumstances will participants graduate if they cannot meet the competencies prescribed.

   SCI will deliver occupational skills training in a variety of different vocational areas. The vocations which will be delivered will depend on the demands of participating businesses. Vocational curricula will be designed when the hiring of applicants is eminent.

   The occupations where training will be delivered will come from the list of employer endorsements or other employers approved by the Private Industry Council of SDA#_.

   All training programs will be approximately 70 classroom hours in length. The average classroom day will be seven hours. The average class size will not exceed 15 participants.

   After customized materials are developed for each employer, the training process will begin with SCI recruiting for eligible participants who express interest in the program. This will be the responsibility of SCI and will be at SCI's expense. Clients will be interviewed by SCI and the employer before they are accepted into the program. This is important because employers will be committed to hire all graduates of each class.

   After program selection, participants will be given an assessment battery designed to identify potential job problems and help them to work on improveme Assessments include the Business Judgement Test to measure knowledge of appropriate business behaviors; the Strength Deployment Inventory to measure how strengths are deployed in interpersonal relationships; and the Employee Aptitude Surveys which are a series of aptitude tests normed to scores of people who are functioning effectively in specific jobs.

   The assessment will be followed by approximately 70 hours of classroom training. This includes both the job survival skills and occupational skills. Graduates of the class will be hired by the employer, and our graduation goal is 94%.

When participants enter employment SCI will maintain follow-up contact to insure retention. Our retention goals are 90%, of those that graduate, at 30 days post-placement and 85%, of those that graduate, at 60 days post-placement. Our salary range goal is to average at a minimum $3.50 per hour and our entered employment cost will not exceed $1,900 per person.

4. Employer participation in program delivery is two-fold. First, employers will prescribe any screening information and exactly what they want in an employee. They will assist in utilizing this information in the final selection of participants. Second, employers will provide information for the design of the training program so that it meets their specific needs. This includes providing competency information, establishing training topics, and approving the final drafts of all materials. In some instances employers will provide training assistance in the classroom and will lend equipment and tools for training.

5. Specific standards for measuring job readiness and progress will be regular competency tests to see if the prescribed entry level competencies are being met.

6. All job development and placement efforts will be conducted by SCI staff members to secure participation and hiring commitments on the front end. This will guarantee all graduates being placed upon graduation. For the few participants who do not graduate, SCI will offer counseling assistance and will maintain regular job development contact with the private sector to assist in placement of all participants.

7. During the program, participants will receive career counseling in the form of assessment reviews and career plans. Each participant will review his/her assessment scores, look at the demands and potentials of the job, and develop a career plan. This career plan will be developed under the guidance of the instructor and will provide the participant with a "map" for following goal progression throughout his/her career.

   So that participants will have a good chance to have long-term job retention, a significant portion of the program will address this topic.

B. Marketing - Marketing activities are designed to not only attract direct business attention for this program, but for other SDA #__ programs as well. Marketing functions will also be used to recruit participants for the program.

1. Advertising: To recruit participants, SCI will advertise in the local media. This outreach will insure eligible participants are attracted to the program and will be a regular part of any program start up.

2. Annual Report: In delivering this program, an annual report will be designed for SDA #__ and distributed to 1,000 area businesses. This annual report will help to advise businesses of the Employment and Training Services available from the District as well as recruiting their involvement in programs.

II. Goals

Program goals are 94% graduation rates, 90%, of those that graduate, at 30-day job retention rates, and 85% of those that graduate, at 60-day job retention rates. It is a performance-based program with no payment to SCI unless specified criteria are met. Maximum contract expenditures will not exceed $19,000. .

III. Target Population

The target population for this proposal shall be 50% youth and 50% other eligible categories. The service area covered will include all counties/cities within SDA #_.

IV. Budget

This program is a performance-based program with payment to SCI only when SCI meets the specified payment points. This proposal calls for serving 10 participant and will not exceed $19,000 in total dollars if all payments are made. This price is based on serving this quantity and may vary if numbers change.

The performance payment structure is:

$_______ per person upon job placement

$_______ per person upon 30-day retention

$_______ per person upon 60-day retention

Maximum cost per entered employment will not exceed $1,900. .

This price does not include services expense.

Item 10 E.

CLASSROOM TRAINING

NEW YORK

This is a good basic design for a classroom training performance contract. It clearly defines completion and placement and estimates levels of output. In addition, 25% ($890.00) of the tuition rate is withheld pending placement. The payment schedule combines time and performance factors.

This contract was issued under CETA. It is the complete contract. Some terms may be inappropriate or unnecessary under JTPA.

AGREEMENT

FY '82

THIS AGREEMENT made this 12th day of November, 1981, by and between the COUNTY PRIVATE INDUSTRY COUNCIL INC., having its principal offices and place of business at the in the City of County of and State of (hereinafter referred to as the PIC); and acting as authorized by the Act and Regulations

and

Car Care Careers, Incorporated

having its principal offices and place of business at (hereinafter referred to as the Contractor).

WITNESSETH:

WHEREAS, the PIC has been established to increase employment and training opportunities for unemployed, underemployed and economically disadvantaged residents of the County; and

WHEREAS, the Town One and the Town Two have established the County Consortium to increase the employment and training opportunities for unemployed, underemployed and economically disadvantaged residents of their towns; and

WHEREAS, the County Consortium has designated the PIC as its Administrative Unit; and

WHEREAS, the PIC has received funds through the County Consortium under the Comprehensive Employment and Training Act (hereinafter referred to as the Act); and

WHEREAS, the Contractor has proposed a program entitled Basic Automotive Technician Training Program (hereinafter referred to as the Program); and

WHEREAS, the PIC desires to engage the Contractor to conduct the program which is consistent with the purpose and goal of the PIC; and

WHEREAS, the Contractor has been deemed capable of carrying out the program; and

WHEREAS, the Contractor's Program was approved by the PIC board at its meeting on 11/18/81 (Executive Committee);

WHEREAS, the Contractor's Program was approved by the Executive Board of the County Consortium through their signature on this Agreement;

NOW, THEREFORE, the PIC and the Contractor do hereby mutually agree as follows:

1. Program: The Contractor agrees to establish and conduct a Program entitled
in substantial accordance with the Program narrative, attached to, incorporated herein and designated "Attachment A".

2. Term: The parties agree that this Agreement shall begin October 1, 1981 and continue until September 30, 1982, unless such dates are changed in accordance with the provision of this Agreement.

3. Adherence to Federal, State and Local Law, Regulations, Rules, Directives, Issurances and Ordinances: The Contractor agrees to conduct any and all activities under this Agreement in accordance with any and all Federal, State, Local or departmental statutes, rules, regulations, laws or ordinances applicable to contracts of the PIC in effect or promulgated during the term of this Agreement or any extensions thereof.

4. Payments, Fiscal Limitations and Requirements: The PIC agrees to pay all properly incurred expenses and costs of the Contractor in an amount not to exceed $142,272.00, in accordance with and limited by the Program budget, attached to, incorporated herein and designated "Attachment B"; provided that the Contractor submits and maintains all fiscal records and documents in accordance with the PIC's fiscal procedures, attached to, incorporated herein and designated "Attachment C".

5. Unusual Circumstances Affecting Performance: In the event that the Contractor cannot meet any or all of the obligations placed upon it by the terms of this Agreement, the Contractor shall immediately so notify the Executive Director of the PIC in writing. The PIC Executive Director or his designee shall make reasonable efforts to assist the Contractor in meeting its obligations under the Agreement. If within thiry (30) days the Contractor remains unable to comply with its obligations under this Agreement, the Contractor shall seek modification in accordance with the procedures set forth in Section 6 of this Agreement. Nothing in this Section shall be interpreted or construed as limiting the right of either party to terminate the Agreement in the manner set forth in Section 7 of this Agreement.

6. Amendments or Modifications: Either party may at any time during term of this Agreement request amendments or modifications. Requests for amendment or modification of this Agreement shall be in writing, specifying the changes sought and the reasons therefor. The parties shall review the request for modification in terms of the Act, regulations and program goals. Should the parties consent to modification of the Agreement, then an amendment or modification will be drawn, approved and executed, in the same manner as the original contract.

7. Termination: Either party may, at any time during the term of this Agreement or any extension thereof, terminate this Agreement by giving thirty (30) days written notice of its intention to terminate. During the thirty (30) day period, the parties agree to attempt to resolve the matter(s) which precipitated the request for termination. If the party giving the termination notice does not withdraw the notice, this Agreement shall terminate upon expiration of the thirty (30) day notice. Provided, however, that in the event PIC elects to terminate this Agreement, and at the time of such termination the Contractor is not in material breach of its obligations hereunder, the Contractor shall be entitled to reimbursement from the PIC for any expenses which the Contractor may have incurred up to such date in reliance on the full term of this Agreement, which expenses shall not have been reimbursed in accordance with the provisions hereof.

8. Suspension: The PIC reserves the right to suspend any and all operations of the Program for violations of the terms of this Agreement, the Act, rules regulations and directives for a period not to exceed seven (7) days, upon one workday's written notice to the Contractor specifying the reasons therefor. In the event that such notice of suspension is served, the Contractor shall be entitled to a reasonable opportunity within the workday preceding suspension to discuss the reason therefor directly with the PIC Executive Director or his designee. The decision to impose any and all suspensions shall be within the sole discretion of the PIC.

9. Records -- Access and Maintenance: The Contractor shall establish and maintain for at least three (3) years from the termination of this Agreement such records as are required by PIC. These records include, but are not limited to, all fiscal records, including payroll and purchases and intake and placement information, etc. The Contractor further agrees that records required by PIC or by the with respect to questioned costs, audit disallowances, litigation or dispute between the PIC and the Contractor shall be maintained for the time needed for resolution of said question.

Failure to comply with any of the record keeping requirements in this Section will be grounds for PIC to withhold payment against submitted invoices until such compliance is demonstrated.

10. Audits and Inspections: At any time during normal business hours and as often as PIC or may deem necessary and in such a manner as not to interfere with the normal business operations of the Contractor, the Contractor shall make available to the PIC, the County Consortium or the Department of Labor, for examination all its records with respect to all matters covered by this Contract and shall permit the PIC or the County Consortium to audit, examine and make excerpts or transcripts from such records and to make audits of all contracts, invoices, materials, payrolls, records of personnel, conditions of employment and other data relating to all matters covered by this Agreement.

11. Dispute Resolution: In case of any disagreement between the parties as to the operation of the Program, the interpretation or application of any and all Federal, State, Local or departmental statutes, rules, regulations, laws or ordinances, the matter must be immediately submitted to the PIC, which shall review and after consultation with the Contractor, shall resolve same and such decision shall be binding on the parties to this Agreement. The Contractor, however, retains any administrative and/or legal remedies including but not limited to termination of this Agreement in accordance with the provisions of Paragraph 7 or appeal to the County Consortium or the U.S. Department of Labor, that it may have for review of a decision made pursuant to this Paragraph, which decision it believes to be arbitrary or capricious.

12. Monitoring: The County Consortium will provide a designated representative to monitor the Contractor's operation of the Program. Such monitoring may consist of on-site review of Program operations and inspections of Program reports, documents, records and activities with or without prior notice to the Contractor.

13. Non-Discrimination: In carrying out the Program, the Contractor shall not discriminate against any participant, enrollee, employee or applicant because of race, age, religion, sex, national origin, handicap, political affiliation or belief.

14. Severability: The parties agree that should any provision of this Agreement be determined to be invalid or unenforceable, such determination shall not effect any or all of the other terms and provisions of this Agreement which shall continue in force and affect.

15. Subcontracting: The Contractor agrees not to subcontract, assign, transfer, convey, sublet or otherwise dispose of this Contract or any right, title obligation or interest he may have therein, without prior consent from the PIC. Any such subcontract, assignment, transfer, subletting, conveyance or disposition of the contract or any right, title or interest therein without the prior written consent of the PIC will relieve the PIC of any and all liabilities and obligations growing out of such contract to the Contractor or to the person or corporation to which contract shall have been subcontracted, assigned, transferred, conveyed or sublet. Subcontractees, assignees, transferrees or sublettees shall forfeit and lose all monies theretofore earned under such contract.

16. Attachments: The parties agree that the following Attachments are hereby attached to and incorporated herein:

A. Program Narrative
B. Program Budget
C. Fiscal Procedures and Reporting
D. Participant Reporting

17. Performance Standards: The PIC and the Contractor mutually agree to the following performance standards for the Program under this Agreement:

1. Enroll a minimum of forty-eight (48) individuals
2. Enroll a maximum of fifty-one (51) individuals
3. Complete a minimum of thirty-eight (38) individuals
4. Place a minimum of thirty-eight (38) individuals.

18. Contractor Staff: All personnel hired by the Contractor to perform work under this Agreement shall be within the employ of the Contractor only, which alone shall be responsible for their work, the direction thereof and their compensation. Nothing in this Agreement shall impose any liability or duty on the PIC for acts, omissions, liabilities or obligations of the Contractor. Further, neither the PIC nor the Contractor nor their agents or employees shall be considered as or represent themselves to be agents or employees of the other.

19. Insurance:

A. Bonding: Prior to the disbursement of funds to the Contractor, PIC shall receive satisfactory evidence from the Contractor that all persons handling funds received or disbursed under this Contract are covered abond insurance in the lesser of these amounts:

1. $100,000 or
2. The amount of the initial advance paid to the Contractor by the PIC.

The Contractor shall notify the PIC immediately if the bond is cancelled.

B. Medical and Accident Insurance: Medical and Accident insurance shall be provided to participants in those programs; i.e., classroom training; in which participants would not normally be covered by the Workers' Compensation Statute. Such coverage shall be comparable to the medical and accident insurance provided under that Statute. Contractor is not required to provide participants with income maintenance coverage.

20. Indemnification: The Contractor agrees to pay all debts for labor and/or materials contracted by it, if any, and for the rental of any appliance equipment hired by it, if any, for and on account of the services to be performed hereunder. The Contractor shall assume the defense of and hold the PIC, the County Consortium and their officers, agents and employees harmless from all suits and claims against any of them arising from any act or omission of the Contractor, any subcontractor or anyone directly or indirectly employed by them or anyone from whose acts any of them may be liable. The indemnification obligation of the Contractor shall not be limited in any way by or for the Contractor or any subcontractor under Workers Compensation Acts, disability benefits acts or other employee benefits acts.

21. Publicity: The Contractor agrees that whenver information related to the Program funded under this Agreement appears in the media or in publication, such publicity, whenever practical, will include the statement, "funded by the County Consortium through the Private Industry Council, Inc.

22. Participants: The County Consortium will be responsible for the referral of applicants to the Contractor in accordance with the Program Enrollment Schedule set forth in "Attachment A". Such applicants will have been determined to be eligible for the Program by County Consortium and will have met the Program Entry Criteria prescribed by the Contractor in "Attachment A", Section IV.

23. Notice and Demands: Any notice, demand or other communication required to be given under this Agreement by either party to the other shall be sufficiently given or delivered if it is dispatched by registered or certified mail, postage prepaid or delivered personally to the following address:

A. For the Contractor is addressed or delivered personally to:

B. For the PIC is addressed or delivered personally to:

24. Release: In consideration of execution of this Agreement by the PIC, the Contractor agrees that simultaneously with the acceptance of final payment by the PIC under this Contract, it will execute and deliver to the PIC an instrument under seal releasing and forever discharging the PIC of and from any and all claims, demands and liabilities whatsoever of every name and nature, both in law and in equity, arising from, growing out of, or in any way connected with this Contract; save only such claims, demands and liabilities as are expressly excepted in this instrument.

25. Fiscal Limitations: The PIC's fiscal obligations to the Contractor under this Agreement are limited to funds allocated and received for the Program by the PIC pursuant to its grant under the Act, provided the PIC notifies the Contractor immediately of any reduction of funding. Otherwise, the PIC shall be liable to the extent of the Contractor's reliance.

PROGRAM NARRATIVE

I. PROGRAM DESCRIPTION

A. The purpose of the program is to provide comprehensive training to prepare individuals for employment as Basic Automobile Technicians.

B. The training program shall consist of approximately six-hundred forty (640) hours. Approximately three-hundred seven (307) of classroom instruction and approximately three-hundred thirty three (333) hours of "hands on" training as described in the attached curriculum.

II. METHODOLOGY

A. The Contractor shall:

1. Insure proper implementation and operation of the program.
2. Provide three (3) cycles of technical training. Each cycle shall consist of approximately six-hundred forty (640) hours of training in Basic Automotive Technology.
3. Select and enroll a minimum of sixteen (16) or a maximum of seventeen (17) individuals from the pool of applicants referred by the into each of the three cycles of the program.
4. Begin each cycle in accordance with the following schedule:

   First cycle - On or about October 20, 1981

   Second cycle - On or about February 11, 1982

   Third cycle - On or about June 9, 1982
5. Evaluate and document each participant's level of achievement in academic, technical and personal areas throughout and upon completion of the training program.
6. Provide individualized training related instruction to participants on and as needed basis.

7. Award a certificate of achievement to those who satisfactorily complete the training course.

8. Maintain accurate time and attendance records for all participants enrolled in training.

9. Submit to the PIC, on a biweekly basis, in the required format, a record of each participant's time and attendance in order that the allowance payments may be processed.

10. Disburse allowance payment checks to participants.

11. Provide job development services for the purpose of placing participants who successfully complete training, and maintain documentation on job development activities.

12. Place participants in a ninety (90) consecutive day hold period after the training cycles ending date if the participant does not immediately enter employment upon completion of the program. The Contractor's staff will continue to remain in contact with the participant during the ninety (90) day period so that job referrals can be made and current employment activities updated.

13. Provide documentation to the PIC on completions and placements in order to substantiate amortization of advance amounts and for receipt of subsequent payments as defined in Exhibit II Budget.

14. Insure that full possession of tools is awarded to participants according to the following provisions:

    a) For the participant indirectly placed by the program, full possession of tools shall be awarded after a sixty (60) day probationary employment period.

    or

    b) For the participant who obtains his own employment immediately or within the ninety (90) day hold period, full possession of tools shall be awarded after a sixty (60) day probationary employment period.

Because the County Constortium is ultimately responsible for the tools, County Consortium shall make arrangements in the form of written agreements with participants and employees to ensure proper release of tools.

15. Follow-up on all participants who enter employment thirty (30) and ninety (90) days after their termination. Information gathered shall include:

    a) Employment status
    b) Name of employer
    c) Job title
    d) Wage rate
    e) If no longer working, reason for termination and date of termination.

16. Cooperate with any monitoring, auditing or evaluation done by the County Consortium the PIC, the Department of Labor or their designees.

17. Submit all fiscal reports and client transactions to the PIC on a timely basis.

18. Insure that client and fiscal records are maintained in accordance with Department of Labor policy.

19. Insure that all participants receive and adhere to the Personnel Policies and Training Guidelines of the

B. The County Consortium shall:

1. Provide outreach and recruitment and determine and insure eligibility for all potential clients.

2. Provide intake and assessment of all eligible clients and refer an eligible pool of applicants to the Contractor for orientation and final selection of program participants.

3. Monitor, evaluate and audit program activity.

C. The PIC shall:

1. Provide technical assistance to the Contractor to aid in the resolution of any problems which may develop during program operation.

2. Calculate and prepare all allowance payments for individuals enrolled in the program on the basis of time and attendance reports submitted by the Contractor.

3. Provide payment to the Contractor on a timely basis.

4. Arrange for testing of potential clients.

III. SELECTION OF PARTICIPANTS

A. The County Consortium will determine eligibility and provide intake and assessment of all eligible clients.

B. Individuals certified eligible will be referred to the Contractor.

C. The Contractor requires that prospective clients possess a high school diploma or G.E.D. and score within acceptable ranges on the prescribed entrance tests.

IV. PERFORMANCE STANDARDS

A. The program will enroll a minimum of sixteen (16) and a maximum of seventeen (17) participants into each of the three (3) training cycles.

B. Based on enrollment of forty-eight (48), eighty percent (80%) or thirty-eight (38) participants are expected to successfully complete the training program as defined below:

1) An individual completes the entire sixteen (16) week training period, or

2) Completes a minimum of fourteen (14) weeks of training and is placed as outlined in 3 b of this section, or

3) Completes a minimum of fourteen (14) weeks of training and enters a trade related program at an institute of higher education as reflected on the termination notice reported to the MIS Unit within fourteen (14) calendar days after the last day of class attended.

C) Based on enrollment of forty-eight (48), eighty percent (80%), or thirty-eight (38) participants are expected to be placed according to the definitions that follow.

1) An individual successfully completes the entire sixteen (16) weeks of training as outlined in the Workstatement, and, within sixty (60) consecutive days after the last day of training enters an

unsubsidized, training related position, terminating as an indirect placement prime sponsor or other, provided that the position pays a minimum of $3.65/hour and the participant is retained for thirty (30) calendar days, or

2) An individual completes a minimum of fourteen (14) weeks of training and is immediately placed into a training related, unsubsidized position, terminating as an indirect placement prime sponsor or other, provided that the position pays a minimum of $3.65/hour and the participant is retained for at least thirty (30) calendar days, or

3) An individual successfully completes the entire sixteen (16) weeks of training, as outlined in the Workstatement and refuses one (1) bonified, documented, unsubsidized job offer within provided that the position was training related and paid a minimum of $3.65/hour.

Documentation in the case of a job offer shall include evidence that

a) The individual has been offered an employment position and,

b) The individual has refused to accept such position.

D. Deviation from performance standards by more than fifteen percent (15%) may be grounds for contract termination or denial of funding for additional or subsequent programming.

E. Curriculum Outline - See attachment.

AUTOMOTIVE TECHNICIAN COURSE

PART 1 - BASIC

CURRICULUM OUTLINE

1. Job Orientation, Opportunities, and Customer Relations
2. Shop Orientation and Safety
3. Mathematics Skills
4. Communication Skills
5. Tool Usage and Basic Skills
6. Engine and Cooling Systems
7. Ignition, Fuel and Emission Systems
8. Exhaust System
9. Chassis
    - A. Steering and Suspension
    - B. Wheels and Tires
    - C. Wheel Balancing
    - D. 1. Manual Transmission and Clutch
        2. Automatic Transmission
    - E. Drive Shaft and Rear Axle
    - F. Brakes
10. Battery, Starter and Charging Systems
11. Body Electrical
12. New Car Make Ready
    - A. Dealer Preparation
    - B. Under-Coating
    - C. Used Car Reconditioning
    - D. Car Wash
13. Preventive Maintenance
14. State Inspection
15. Rustproofing

CURRICULUM

CLASSROOM AND SHOP

1. JOB ORIENTATION AND OPPORTUNITIES

- a. Career Opportunities
- b. Program Description and Schedules
- c. Trainee Responsibilities
- d. Personal Requirements and Commitments

2. SHOP ORIENTATION AND SAFETY

- a. Familiarization With Shop, Classroom and Other Facilities
- b. Technical Publications and Manual Library
- c. Personal Safety
- d. Equipment Safety

3. MATHEMATICS SKILLS

- a. General Review of Whole Numbers, Fractions and Decimals
- b. Exercises in Addition, Multiplication, Subtraction and Division with Particular Application to Course of Study
- c. Conversion of Decimals and Fractions
- d. Metric System
- e. Familiarization with and Instruction in the Use of Measuring Devices, i.e., Ruler, Micrometer, Caliper, etc.

4. COMMUNICATION SKILLS

- a. Job Related Reading Skills with Special Emphasis on the Importance of Understanding Written Directives. Technical Reading Skills. Familiarization with Technical Manuals and Service Bulletins and Publications
- b. Personal Growth
- c. Job Applications
  - 1) Preparation of Resumes
  - 2) Preparation of Employment Applications
- d. Interpersonal Relationships
  - 1) Other Topics Relating to Individual Needs

5. TOOL USAGE AND BASIC SKILLS

- a. Familiarization with Hand Tools
- b. Familiarization with Electric and Air Power Tools
- c. Usage of Vehicle Hoist
- d. Usage of Hydraulic Jacks and Presses
- e. Usage of Different Types of Fasteners

5. TOOL USAGE AND BASIC SKILLS - continued

f. Operation of:

1) Tap and Die
2) Tubing and Flaring Equipment
3) Screw Extractors
4) Oxyacetylene Welding and Cutting
5) Electric Arc Welding
6) Torque Wrench Operation

Shop Requirements

Each student will be required to:

a. Be Familiar with Hand Tools
b. Be Familiar with Electric and Air Power Tools
c. Use the Vehicle Hoist
d. Use the Hydraulic Jacks and Presses
e. Use the Different Types of Fasteners
f. Operate:
  1) Tap and Die Set
     Drill a Given Hole Size
  2) Tubing and Flairing
    a. Cut Tubing to Given Length
    b. Produce a Single Flare
    c. Produce a Double Loop Flare
  3) Wire Splicing and Soldering
    a. Cut Wire to Length and Strip Ends
    b. Splice Wire with Solder and Tape
    c. Splice Wire with Crimp Connector
  4) Welding and Cutting
    a. Cut Straight Line 6" Long
    b. Produce 6" of Gas Well
    c. Proudce 6" of Brazing
    d. Produce 6" of Arc Welding
    e. Burn a Hole of a Given Size

6. A.) ENGINE

Each student will be required to:

a. Recognize Engine Types
b. Recognize Engine Operation

Shop Requirements

a. Name Engine Types
b. Inspect Engine Mount
c. Inspect Engine for Damage
d. Learn Engine Parts by Name

B.) ENGINE LUBRICATION REQUIREMENTS

a. Oil Flow System
b. Low Pressure Indication Method
c. Identify Oil Leaks

Shop Requirements

a. Check Oil Condition
b. Name Capacity of System
c. Name Type of Oil Pressure Switch and its Location
d. Name Type of Oil Pressure Indicator Used
e. Inspect for Oil Leaks

    1. Under the Hood
    2. Under the Car on the Lift

6. C.) ENGINE COOLING SYSTEM

Each student will be required to know:

a. Coolant Circulation
b. Cooling System Components
c. Coolant Levels and Protection

Shop Requirements

a. Component Identification
b. Name Radiator Types
c. Check and Record Coolant Level and Condition
d. Pressure Test the System
e. Visual Inspection of all Components

7. A.) IGNITION, FUEL AND EMISSION SYSTEMS

Each student will be required to complete an understanding of Fuel System Components and their identifications

Shop Requirements

a. Visual Inspection of Fuel System
b. Inspection and Replacement of Filters
c. Check System for Leaks
d. Check Carburetor Condition
e. Check Fuel Pump Condition
f. Name Type of Fuel Tank Vent System Used

B.) EMISSION SYSTEM

Each student will be required to explain a complete understanding of component operations; recognize components and services required for all Emission Systems

Shop Requirements

a. Positive Crank Case Ventillation System
    1) Condition
    2) Check-up with P.C.V. Tester
    3) Open or Closed System

b. Heated Air System

    1) Condition
    2) Vacuum Ok, Heat Sensor   Operated

c. Thermactor, Air Injection System

    1) Condition of Components

d. Exhaust Gas Recirculation System

   1) Visual Inspection
   2) Name Components and Record Condition

C.) IGNITION SYSTEM

Each student is required to:

a. Have a complete understanding of basic Ignition System

b. Identify Components and Services required

Shop Requirements

a. Identify Secondary Circuit, name Components per Instruction

b. Record Firing Order
c. Check Spark Jump of Wires
d. Input Routing of Plug Wires, Record Findings

8. EXHAUST SYSTEM

Each student will be required to:

a. Understand Components by Name/Function
b. Learn the Complete Service
c. Proceed to Repair System

Shop Requirements

a. Name Exhaust Components
b. Replace different Exhaust Components
c. Insert a Heat Riser
d. Record if equipped with Catalytic Converter
e. Under Hood:Check Choke, Heat Tubes, EGR Valves and Manifold Gaskets

f. Perform Vacuum Check for Collapsed Pipe

9. CHASSIS

Each student will be required to understand the function and operation with corresponding repairs in Steering, Suspension, Wheels and Tires

Shop Requirements

A. 1) STEERING

   a. Name Steering and Suspension Components
   b. Inspect Power Steering System

      1) Visual Inspection
      2) Check for Leaks

   c. Inspect and Adjust Power Steering Belt
   d. Inspect Power Steering Fluid Level
   e. Check Gear Box Lube Level
   f. Check Steering Linkage Condition
   g. Check Gear Box Tightness
   h. Inspect Flex Coupler
   i. Check Toe-in Scuff Guage

2) SUSPENSION

1. Inspect and Record Condition of Shocks, Springs and Stablilizer
2. Inspect and Record Condition of Frame
3. Name Components to Instructor for Visual Identification

B. WHEELS, TIRES AND BUBBLE BALANCE

Each student will be required to learn and understand Tire-Wheel Nomenclature; Function and Operation of Bubble Balance

Shop Requirements

a. Record Tread Depth in 32nds
b. Name Load Range or Ply Rating
c. Adjust and Record Tire Pressure
d. Record Side Wall Condition
e. Examine for Bulges, Cuts
f. Record Tire Wheel Run Out
g. Dismount and Mount Tires

C. WHEEL BALANCING-BUBBLE BALANCE

Each student is required to describe operation of Common Static Wheel Balance, and operation of Bubble Balancer

Shop Requirements

Remove Wheels from Car; Static Balance on Bubble Balancer

D. CHASSIS DRIVE TRAIN

Explain theory of operation and service repairs made to Manual Transmission, Clutch, Automatic Transmission, Drive Shaft and Rear Axle

Shop Requirements, Manual Transmission and Clutch

a. Inspect Clutch and Transmission Linkage
b. Check Clutch Pedal Freeplay
c. Check Transmission Fluid Level
d. Inspect Transmission for External Leaks
e. Inspect Floor or Column Shifter for Wear

Shop Requirements for Automatic Transmission Service

Each student will be required to:

a. Check Auto Transmission Fluid Level
b. Check for Auto Transmission Service-Notify method of draining transmission
c. Inspect for External Leaks
d. Note Cooling System Method

E. DRIVE SHAFT AND REAR AXLE

Each student will be required to understand and identify the function and operation of the Drive Shaft and Rear Axle

Shop Requirements

Each student will be required to:

a. Remove Drive Shaft
b. Record Yolk and Flange Condition
c. Inspect U-joints and Correct Grease Fitting Alignment
d. Check Rear Axle Oil Level
e. Check Rear Axle for Oil Leaks
f. Remove Axle Shaft
g. Inspect Axle Bearing
h. Inspect Axle Seal

F. BRAKES

Each student will be required to know theory and operation of Hydraulic Brake System and Service Procedures

Shop Requirements

a. Check Brake Fluid Level and Condition
b. Inspect for Fluid Leaks
c. Adjust Drum Brakes
d. Remove Drums for Brake Inspection
e. Repack Front Wheel Bearings
f. Bleed Brake System

10. BATTERY, STARTER AND CHARGING SYSTEM

Each student will be required to know:

a. Theory and Construction of the Battery, Starter and Related Components

b. Theory and Construction of Charging System Components and Service Procedures

Shop Requirements

a. Check Battery Voltage
b. Check Battery Electrolyte Level
c. Hydrometer Test
d. Battery Service
e. Use of Battery Charger
f. Inspect all Cables and Connectors
g. Check Alternator Belts and Mountings
h. Check Starter Mountings
i. Check Starter Relay

11. BODY ELECTRICAL

Each student will be required to understand basic Current Flow and basic trouble shooting of body Electrical System consisting of Continuity Testing, Voltage Drops and Draws

Shop Requirements

a. Gas Gauge or Light
    1. Check for Ground
    2. Check for Open Curcuit

b. Temperature Gauge or Light
    1. Check for Ground
    2. Check for Open Curcuit

c. Oil Gauge or Light
    1. Check for Ground
    2. Check for Light Curcuit

d. Hook up Volt and Amp Meter, Check for Draw Using One of Car's Circuits

e. Use Test Lights to Check for Power Source and Draw

12. DEALER PREPARATION OF NEW AND USED CARS

Each student will be required to train in New and Used Car Preparation covering:

1. New Car Make-ready
2. Under Coating
3. Used Car Reconditioning
4. Car Wash

Shop Requirements

Perform 2 Complete New Car Make-ready Procedures

13. PREVENTIVE MAINTENANCE

Each student will be required to perform General Service on automobile inclduing Lubrication, Oil and Filter Changes - Fill and Maintain Correct Fluid Levels

Shop Requirements

a. Change Engine Oil and Filter
b. Perform Grease Job
c. Check for Leaks
d. Check all Fluid Levels
e. Adjust Tire Pressure
f. Adjust Belts
g. Lube Parking Brake
h. Lube All Doors and Hinges

14. STATE INSPECTION

Each student will be required to:

a. Train in Proper Inspection Procedure
b. Know and Understand Inspection Requirements
c. Complete Examination Requirements

Shop Requirements

a. Complete Inspection with Check-out Charts
b. Brakes and Parking Brake
c. Steering and Front-end Wheel Alignment
d. Head Lamps
e. Lights
f. Tires
g. Windshield Wiper
h. Glass
i. P.V.C.
j. Rear View Mirror
k. Safety Belts
l. Horn

NOTE: Students Checked out by Instructors must use Proper Procedures and Equipment or student will not be check out.

15. RUSTPROOFING

PROGRAM BUDGET

I. Tuition

A. The amount budgeted in this agreement is based upon the acheivement of eighty percent (80%) completion and placement rates for sixteen (16) participants enrolled in each of the three (3) cycles; a total of thirty-eight (38) completions and placements from the minimum of forty-eight (48) individuals to be served.

B. If completion and/or placements exceed eighty percent (80%) or thirty-eight (38), the PIC, in conjunction with the County Consortium shall make additional payment to the Contractor for each additional completion/placement at the rates listed below.

C. If the completions/placements of the participants in this program are not sufficient to amortize all amounts advanced to the Contractor, the Contractor shall refund the unamortized amount within one-hundred twenty (120) days of the completion of the third cycle of training.

II. Tuition Rates

A.	Payment per student completion	$ 2,808
B.	Payment per student placement	$ 936
C.	Total payment per student	$ 3,744
D.	Estimated total cost for tuition based upon thirty-eight (38) completions and placements	$ 142,272

Item 10 F.

COUNTY
PRIVATE INDUSTRY COUNCIL
CONTRACT FOR SERVICES

City of Youth
Employment Program
2410 East Cherry Street

Contract Number: YCY84/08-64

Effective From: 7/01/84
To: 6/30/85

Type of Contract: Services To Youth - Comprehensive

Contact:
625-5325

THE COUNTY PRIVATE INDUSTRY COUNCIL (PIC) hereby enters into this performance based, fixed price training contract with the above named Contractor for the purpose of providing specified services, as further described in the body of the contract, under the Job Training Partnership Act - JTPA/Public Law 97-300, as amended.

THE PIC agrees to compensate the Contractor for services performed up to the maximum amounts stated below provided such services are within the scope of the Job Training Partnership Act and are authorized and provided for under the terms and conditions of this contract.

FUNDING

PERFORMANCE BASED	$380,002
COST REIMBURSED:	
OJT EMPLOYER PAYMENTS	$ 30,000
VOCATIONAL EXPLORATION PROGRAM STIPENDS	$ 3,000
SUPPORT SERVICES	$ 14,800
TOTAL FUNDING SHALL NOT EXCEED	$427,802
NEEDS BASED PAYMENTS (Informational Only)	$0

SIGNATURES

IN WITNESS WHEREOF, the parties hereto have executed this contract by having their authorized representatives affix their signatures in the spaces below.

FOR THE CONTRACTOR

NAME:

TITLE: Director, DHR

9/19/84

SIGNATURE DATE

FOR THE PIC

NAME:

TITLE: Executive Director

9/24/84

SIGNATURE DATE

YOUTH2

Of the total minority participants to be served, the Contractor shall ensure the following objectives are met at Enrollment and at Placement:

Black (non Hispanic)	50%
Hispanic	4%
Native American/Alaskan Native	4%
Asian/Pacific Islander	2%

The Contractor shall ensure that the following objectives are met:

Completions	85%
Placements	60%
Retentions	70% of Placed 42% of Total Served

3. DESCRIPTION OF PIC SERVICES

The PIC shall provide to the Contractor:

Technical Assistance, as required

Payments per Section No. 5, Payment, and Exhibit B, Payment Schedule, for the performance of such services as delineated in this contract, and in accordance with "Procedures For Requesting Funds and Reporting Costs," as outlined in the PIC Program Management Handbook.

4. DEFINITIONS

Where applicable, these definitions shall be utilized in this contract:

Assessment: An evaluation of the prior work history, career interests and functional competencies of a youth upon program entry. The assessment will measure deficiencies in basic education, work maturity and job skills in order to set appropriate competency attainment goals and to determine the services to be provided. Will include testing, using an appropriate standardized instrument, in order to document participant needs. Three purposes will be served: to establish base-line data for evaluative purposes; to identify the participant's service needs and determine an appropriate individual training plan; and to measure and document competency deficiencies.

Competency: The basic skills necessary for employment. There are 3 types of employment competencies: basic educational skills, work maturity skills, and job specific skills. Specific definitions are as follows:

Basic Educational Skills: The demonstrated ability to understand and apply mathematical concepts and to perform basic mathematical operations, and to read, write, and speak (in English) at the levels required to pursue high school or equivalency completion and to hold unsubsidized employment in an entry level job.

Termination: Termination shall mean exit of the participant from the Contractor's program.

Training Related Placement: Placement in unsubsidized employment which utilizes skills acquired in the Contractor's program, as defined in the contract.

Training Related Placement Rate: Percentage of total placements which are in chargeable training related jobs. Training related placement rate equals chargeable training related placements divided by total chargeable placements.

Try-Out Employment: Employment at private for profit worksites, in which a youth is trained in work behaviors and job skills for up to 250 hours. Compensation in lieu of wages shall be paid to the participant. Vacancies in such positions may not be refilled if the previous participant completed the try-out employment period but was not hired by the employer.

Unsubsidized Employment: Employment where no part of the employee's wages or fringe benefits are paid through any federal or state employment program.

Verification: All payments are subject to records review and possible employer/participant contact by PIC staff or representative. Acceptable forms of verification wil be a part of each contract.

Wage At Placement: The wage per hour which the participant is paid upon the reported date of placement. In order to earn payment for wage at placement, the placement must qualify for payment. In addition, the hourly wage at placement earned by the participant must be equal to, or greater than, the wage specified in the contract for that type of training, which must not be lower than the applicable state or federal minimum wage guidelines.

5. PERFORMANCE

Subject to its other provisions, the performance period of the services described in this contract shall be from July 1, 1984 through June 30, 1985 unless otherwise modified or termination as provided herein. The Contractor shall provide all the services called for under this contract and shall deliver any and all reports, documents, or other material or products requried by the PIC as consituting full and complete performance of the services identified herein. It is expressly understood by the parties to this contract that the Contractor shall comply with all reasonable written and oral instructions of the PIC which fall within the scope of this contract or its attachments.

6. PAYMENT

In consideration of the services to be performed under this contract and in accordance with the terms of Exhibit B, Payment Schedule and procedures outlined in both the PIC Program Management Handbook and Management Informational Handbook, the PIC shall compensate the Contractor, on a "per unit" cost (performance) basis, up to the amounts specified on the Signature

11. ORDER OF PRECEDENCE

In event of an inconsistency in this contract, unless otherwise provided herein, the inconsistency shall be resolved by giving precedence in the following order:

1. The Job Training Partinership Act, as now existing or hereafter amended;
2. The Department of Labor rules relating to JTPA as set forth in Titles 20 and 29 of the Code of Federal Regulations, as now existing and hereafter amended;
3. The State of Washington JTPA Provisions, as now existing and hereafter amended;
4. Terms, conditions or requirements as specifically set forth in the body of this contract or as incorporated by reference, unless specified below;
5. Assurances and Certifications; and
6. The Contractor's Program Narrative

11. ENTIRE AGREEMENT

This contract, including all attachments hereto, sets forth the entire relationship of the parties to the subject matter hereof, and any other agreement, representation or understanding, verbal or otherwise dealing in any manner with the subject matter of this contract is hereby deemed to be null and void and of no force and effect whatsoever.

Hold: A participant who has ceased training activities and is seeking unsubsidized employment. Participants must be placed in "Hold" immediately upon cessation of training activities and may be in hold for no more than 90 days.

Individual Training Plan: A plan for training services developed and established for each participant based on their individual employment and training needs.

Intake System: An organized method through which the Contractor will provide the following services: (1) recruitment of participants; (2) examination of applications to determine eligibility for JTPA services; (3) orientation to the Contractor's program(s) as well as services available under other programs offered by the PIC; (4) assessment, testing, and completion of an individual training plan; (5) enrollment in accordance with established entrance criteria and program service objectives; and (6) provision of information to the PIC on current program openings.

Job Search: The activity in which participants, individually or in a group setting, systematically, with the ongoing assistance of program staff, search for work. Job Search shall last no more than 30 days.

Needs Based Payments: Financial subsistence support provided to a participant to meet a demonstrated need for support while in training. The needs based payment level for the participant is based upon a standardized assessment of the resources available to the participant while in training.

The participant will receive their needs based payments from a fund centrally administered by the PIC. Student financial aid (e.g., Federal or State grants, loans, and/or private scholarships, etc.) that the participant may receive shall be made available to the participant to cover personal expenses while in training and may not be attached or otherwise used by any contractor or subcontractor.

On-The-Job Training: Training occurring at a private sector worksite, subsidized at a maximum of 50% of the employee's wages during the term of the contract. The subsidy offsets the costs of training the youth. The employer agrees to retain the youth after the OJT.

Other Positive Termination: Participants who have not found employment, but who have (a) received a GED, (b) have returned to school during the program, (c) entered non-JTPA training program, or (d) achieved employment competency recognized by the PIC, shall be included under this definition.

Participant: An individual who meets the eligibility requirements of JTPA and who has been enrolled into the Contractors program.

Placement: Employment in a full- or part-time unsubsidized job upon termination from the program. For purposes of payment, a placement shall be defined as a minimum of twenty (20) hours of

2.3.1(a) Provide a brief overview of the program highlighting the goals, strategic approach and significant aspects of the proposed program.

Overview The Youth Employment Program (YEP) program will provide comprehensive employment services to Seattle youth aged 16-21. Priority for services will be given to out-of-school youth, especially high school dropouts. The target population will be able to access program services in their own neighborhood. A network of agencies will provide specialized support services to meet the employment needs of youth.

Goal The goal of the program is to assist low-income youth aged 16 through 21 to acquire the skills, behaviors and attitudes necessary to secure and retain unsubsidized employment and to pursue a long-term career.

Service Strategies The service strategies to be used in the program are designed to remove the many barriers to employment faced by the client population:

1. Comprehensive Services: A comprehensive array of services will be provided to remove the multiple barriers to employment: basic educational skill classes, employment preparation, employment experience (OJT, VEP), job search and placement services, post placement services, and referral to non-JTPA services.
2. Neighborhood-Based Service Delivery: In order to reach the target youth population, a neighborhood-based service delivery system will be used. Youth will be able to access and receive program services at local Youth Service Bureaus and at Community Service Centers throughout Seattle in addition to the program's main office located in central Seattle.
3. Cooperative Arrangement with Other Agencies: The program will maintain cooperative arrangements with other agencies providing essential services to the client population. Such arrangements include: Seattle Public Schools for educational services, Medina Children Services for counseling and support to teenage parents, Washington State Vocational Education Division for special counseling and support to ex-offenders.
4. Referral to other services provided by the Division of Family and Youth Services: Child Care, Child development and college preparation services will be provided as appropriate.

Significant Aspects

1. The program is designed to serve youth who are deficient in basic skills, motivational levels, work maturity, work skills and work experience. These youth have multiple barriers to employment and are most in need of employment assistance from the program.
2. Training services to be provided will assist youth in securing jobs, which offer career advancement potential, paying an average hourly wage of $3.50 per hour. Services will enable program clients to pursue career advancement with either the initial employer or elsewhere.

2.3.1(b) CONTINUED

For those youth not intending to obtain high school eqivalency certification, the teachers will emphasize the learning of basic skills such as math and language arts. The curriculum will be individually tailored to meet the needs of the youth's employment activities or vocational goal. For example, a young person interested in an employment experience in cashiering will concentrate on improving his or her math skills. Educational services will be provided for up to six months to help each participant obtain a GED. The average length of participation by those needing to upgrade basic skills to meet job requirements will be four months.

The skills to be acquired in this component are competencies in math, reading, writing and speaking needed to fulfill employer requirements or attain a GED.

The standard of completion will be the successful completion of the GED tests, which will be documented by the attainment of the GED certificate, or for those upgrading their basic skills, the increase in functional ability in math, reading and writing by two grade levels. This increase will be demonstrated by the change in GED pre-test and GED test scores.

EMPLOYMENT EXPERIENCE

The purpose of this service is to provide youth the opportunity to develop work maturity or job specific skills which many of them lack. Two types of employment experience will be provided: 1) On-the-Job Training (OJT) and 2) vocational exploration (VEP).

Youth who possess work habits and attitudes acceptable to employers, but who lack specific job skills or experience necessary to obtain a jo will be enrolled in the OJT program. On-the-job training will be provided by private sector employers who will be reimbursed by the program for the cost of providing training. The maximum rate of reimbursement will be 50% of the wages paid to the participant. The maximum duration of an OJT contract will be three months. Participants are expected to be hired by their employer at the end of the contract period.

The standard for completion of OJT training is completion of 200 hours or 6 weeks of training, or absorption of the youth into the OJT employer's regular work force (unsubsidized employment). Documentation of completion will consist of 1) supervisor rating of the youth performance on a performance evaluation form and participant time sheets which are signed by both the supervisor and the youth, or 2) placement verification letter for those who are hired by the OJT company. The expected outcome of this service is job placement.

Youth who do not demonstrate work habits and attitudes acceptable to employers will be served through the Vocational Exploration Program. The VEP is designed to provide a learning opportunity and exposure to work environment and job requirements to participants who have extremely limited work experience, knowledge of the world of work, or job skills.

Participants will be placed in private-for-profit companies as well as public or non-profit agencies. Youth will observe regular company employees perform their tasks. This activity of "job shadowing" will give youth the opportunity to learn about the characteristics, functional aspects and operating conditions of

2.3.2(e) Briefly describe internal monitoring systems to track program performance against the objectives presented. Discuss action(s) to be taken by our organization in the event that performance varies from planned levels.

Program performance by participants will be documented in each individual case file maintained by the Employment Specialist. Case files will contain copies or originals of enrollment documents, the Individual Training Plan (ITP), case notes, competency verifications, placement certification, and retention certification.

A monthly report which tracks program performance is compiled by the Employment Coordinator from the statistics generated by the Employment Specialist. Also, placements are tracked, as they occur, on a job board. Actual performance is compared to planned performance each month to determine areas of strengths and weaknesses. The following steps will be taken to increase performance in a specific area:

1) Enrollment: Increase recruitment to community agencies and community colleges, develop brochures and flyers to distribute to youth, and conduct a media campaign to inform youth of our program services.

2) Completion of training: Review the design and operation of the pre-employment training component, increase attendance monitoring, assign an additional staff person to each workshop to provide individualized instruction, and revise curriculum as needed (especially in the area of motivating youth).

3) Educational Competency: Provide additional classes for youth, increase recruitment and enrollment of youth with low reading or math scores and dropout youth, and increase monitoring of class attendance and attitude.

4) Work Maturity Competency: Provide additional seminars on appropriate dress for work, retaining a job, and job site communication. Enroll youth with limited work experience, increase monitoring of youth's attendance, and increase VEP development.

5) Job Specific Skill Competency:* Increase OJT site development; enroll youth who already demonstrate work maturity, increase monitoring of attendance, and provide short term skill training classes.

6) Placement: Increase job development, increase marketing to employers, and develop motivation in youth.

7) Retention: Increase contacts with participants after placement to review job progress, satisfaction, and problems, and stress availability of employer consultation after youth is placed.

* Note: this competency will not be included as a payment point, although participants will attain skills in the program.

2.3.3(b) Provide program entry criteria to be used to select program participants. Describe how the criteria relate to the program approach and service objectives.

The Youth Employment Program has identified through its service objectives that the economically disadvantaged youth is most-in-need of comprehensive services. With the high number of high school drop-outs (1,500 Seattle Public School youth dropped out in 1983), and the high youth unemployment rate (20% in Washington); YEP will identify the mix of services necessary for each participant to increase their employability.

The criteria used to select program participants are:

- Age (16-21 years old)
- City resident
- Interested in employment assistance
- Low basic educational skill level (minimum 4th grade competency)
- Limited work experience

These criteria will be used to determine the program approach and service objectives for each participant. The following are examples of how participant characteristics relate to program approach and service objectives:

		Participant A	Participant B	Participant C	Participant D
Participant Profile:	Age	17	18	20	21
	Employment Interest	Yes	Yes	Yes	Yes
	School Status	Dropout	Dropout	Dropout	Graduate
	Educational Competency Level	5th grade	6th grade	7th grade	7th grade
	Work Experience	None	None	3 mo.	6 mo.
Program Strategy:		Upgrade Basic Educ. Skills, VEP, and Placement Services	GED Preparation, VEP, and Placement Services	GED Preparation, OJT, and Placement Services	Upgrade Basic Education Skills and Placement Services
Service Objective:		Job	GED and job	GED and job	Job

2.3.3(d) Describe how the individual training plan will be developed and the factors considered in developing this training plan (e.g., needs, barriers to employment, interest, aptitude, etc.). For comprehensive programs only, if applicable, indicate how specific services will be sequenced or combined to meet individual participant needs.

The Individual Training Plan (ITP) will be developed based on information gathered at the assessment and during pre-employment training. The ITP will identify the services necessary to address the participants needs, barriers to employment, interests, aptitudes, and training required to obtain the skills necessary for employment.

During the assessment process, the applicant's work history, reading and math test scores, and interest inventory profile will be compiled in the initial section of the ITP. This section will be used to determine if the participant is in need of the comprehensive services of the Youth Employment Program.

The ITP and the participant is then assigned to an Employment Specialist who will track the individual through the pre-employment training; identify the applicants needs, barriers to employment, interests, aptitudes, and attitude; and add these factors to the ITP. The Employment Specialist and the participant will review these factors and complete the Individual Training Plan which will outline the mix of services to be provided.

Specific factor which will determine the mix of services will be low basic skills (4th through 8th grade), limited work experience (0-3 months) and no career identifications. Services to be provided include education, vocational exploration, OJT, and job search assistance. A participant may also sequence or combine services such as:

- Education, VEP, and job search assistance
- Education, OJT, and job search assistance
- VEP or OJT and job search assistance

2.3.3(f) Identify and describe non-JTPA services which may be made available to the participant through the proposed program. Briefly discuss non-JTPA services outside of the proposed program to which a participant may be referred or linked.

Many non-JTPA services will be available to YEP participants through an established network of programs in the Family and Youth Services Division. The Division will provide childcare, college preparatory services to participants who are interested in higher education, and emergency and transitional shelter.

Division staff has also maintained a wealth of information on governmental and community human service programs which might be needed by the program participants. They have established a close working relationship with the line staffs at many of these agencies. Program participants who have a need for these services will be readily referred to them.

Program participants will also be referred to other non-JTPA services in the YEP site. Located in the Horace Mann Building are the Medina Children Services' Teenage Parent Program (TAPP), Washington State Vocational Education Program for Offenders, and LULAC Educational Service Center. TAPP will provide counseling and other support services to teenage parents in the program. The Washington State Vocational Education Program for Offenders will provide counseling and support for it's clients who are enrolled in YEP. LULAC will provide participants with assistance in completing financial aid applications to colleges, universities, or vocational colleges.

FOR COMPREHENSIVE EMPLOYMENT PREPARATION PROPOSALS ONLY

2.3.4.(a) Describe each employment competency to be used by the program. Proposed employment competencies should directly relate to the three categories established by the PIC: Education, Work Maturity, and Job Specific Skills. Include in the description the following: 1) Criteria for establishing competency deficiency and assessment method(s) and/or tool(s) to be used to document deficiency; 2) Services to be provided to develop competency; 3) Minimum performance and/or skill level benchmarks to be achieved for competency attainment or process for establishing minimum performance/skill level benchmarks; and 4) Method(s) of evaluating and documenting competency attainment.

The Youth Employment Program will provide each participant with the opportunity to achieve employment competencies in three specific areas: basic educational skills, work maturity skills, and job specific skills.

Basic Educational Skills Competency

Basic educational skills competency will consist of obtaining a GED certificate or upgrading basic educational skills. During the assessment process, all applicants will be given a program application, a personal interview, the Standard Diagnostic Reading Test (SDRT), and the Individual Computational Study Program (ICSP). Applicants lacking high school completion certification or testing between the 4th through 8th grade will be enrolled in the Youth Employment Program school. Applicants who have not completed high school and score between 6th through 8th grade will be targeted for GED completion. Those dropouts scoring between 4th through 6th grade, or those graduates who score below the 8th grade will be targeted for upgrading basic skills. All entering students will be given the GED pre-test to determine skill level upon entry into the program.

In cooperation with the Seattle Public Schools, the YEP will instruct students in GED preparation and upgrading basic skills in math and reading. Since students will enroll at various times and with varying levels of education, individualized instruction will be provided. Each student will negotiate a learning contract with the teacher delineating how the educational competency will be accomplished. Along with the Math, Science, Language Arts, Grammar, and Social Studies instruction (the five GED subjects), students will be required to participate in seminars conducted by the teachers on work behavior, career identification, basic work maturity, and problem solving.

Minimum performance for competency completion will be attainment of a GED certificate or passing two of the five GED pre-tests (upgrading basic skills) which were not passed at entry into the program. Documentation will include a signed certification from the SPS teacher with GED scores for GED completion or a signed certificate from the SPS teacher which documents by GED pre-test scores the upgrading of basic skills in two of the five areas and satisfactory attendance and performance.

FOR COMPREHENSIVE EMPLOYMENT PREPARATION PROPOSALS ONLY
2.3.4(a) CONTINUED

Minimum performance for competency completion will be a satisfactory evaluation from the employer upon completion of the OJT and subsequent unsubsidized placement with that employer. Documentation will be a signed evaluation from the employer.

2.3.5(b) Identify services to be available to participants and/or employers following placement. Indicate specific efforts to promote job retention of participants.

Services which will be available following placement include consultation, troubleshooting, and information and referral. Consultation and troubleshooting will be provided to help resolve participants' personal problems so they do not interfere with work, and to help resolve work problems (such as attendance, relationship with co-workers or supervisor, or work performance). When appropriate, employers will also be given information on the realities of training youth. Information and referral will be provided to assist participants in securing work permits, health cards, child care, transportation, or other support services.

Specific efforts to promote job retention of participants include a lesson on how to keep a job, workshops on communication and negotiation at the work place, discussion with youth on the importance of making long term commitments to employers (6 months+), and two-week follow-up appointments with youth to discuss work progress, attendance, and problem solving. Participants will also be counseled by the Employment Specialist on the realities of unsubsidized part-time and full-time jobs. Counseling will include employer and employee expectations, the fact that many jobs are tedious and do not offer instant advancement and raises, and the importance of keeping personal problems away from the work site.

In addition, efforts will be made to maintain employer support and interest by providing periodic newsletters to inform them of our post-placement services, inviting employers to career seminars to discuss with youth job qualifications, skills, and work problems and solutions; encouraging employers to resolve minor problems before they get worse, and sensitizing employers to the types of participant problems which might occur and how to solve them.

2.3.6(a) As background, briefly describe your organization(s) experience in providing employment and training services to youth. Include: 1) Funding sources; 2) Amount of experience; 3) Qualifications of operational staff; 4) Size of annual program; 5) Nature of the program, e.g., services provided; 6) Outcomes achieved; and 7) Primary geographic service areas.

Outline of Experience in Providing Employment and Training Services to Youth

Program Title	Nature of Program	Fund Source & Size of Program	Qualification of Staff	Outcomes Achieved
Youth Employment Program 1967 to present	To provide out-of-school youth aged 16-21 with comprehensive services including educational, placement and support services	Fund sources include DOL, the Consortium, and the Private Industry Council FY'84 budget is $425,051.	College educated, experienced in serving youth and businesses	Will serve 255 participants between October 83 and June 84; present placement rate is 79%, cost/placement is $2,234.00
Summer Youth Employment Program 1970 to present	To provide 8-week subsidized employment, labor market orientation, ESL, OJT, and job placement to youth aged 15-21	Fund sources include private sector corporations, the Consortium, and the Private Industry Council FY'84 budget is $982,946	Experienced in serving youth, private businesses, and community agencies	Will serve about 700 youth in 1984. 85% positive termination expected.
Targeted Assistance 1982 to present	To provide pre-employment orientation, ESL, OJT, and job placement to refugee youth aged 16-24	Fund sources include the Consortium, and the Private Industry Council FY'84 budget is $45,000	Bilingual in one or more Asian languages, experienced in serving youth and businesses	Will serve 25 in '83; present placement rate is 57%.

The primary geographic area served by the above programs is Seattle.

2.3.6(f) Describe the involvement of private sector employers in the design and delivery of program services, particularly with regard to achievement of employment competencies and job placement related services.

The City of Seattle Youth Employment Program has developed a Youth Employment Business Advisory Board for private sector employers to provide input on program services and design. The purpose of the board is to promote private sector involvement with the Youth Employment Program. Over the past few years the Youth Employment Program has successfully encouraged many private employers toward taking a more active role in the training of youth for employment readiness. The Youth Employment Business Advisory Board brings together 12 members of the private sector, and the staff of the Youth Employment Program in an interchange on how program services to participants may be further utilized. With this end, it is the goal of the Board to:

- Provide a forum for interchange between the business sector and the Youth Employment Program.
- Provide a forum for private sector employers to discuss their experiences in training and hiring Youth Employment Program participants.
- Encourage employers in the private sector to take a more active role in the training of youth for employment readiness.
- Facilitate the referral of qualified employees to private sector employers.
- Enable the Youth Employment Program to develop service strategies that will meet the needs of employers.

The Board meets once a month at a site selected by board members. Members of the Board are composed of former and present employers of participants from the Youth Employment Program. Board meetings are chaired by a staff member from the program. A committee composed of two business members from the Advisory Board and one staff member from the Youth Employment Program will draft by-laws for the Advisory Board during the first quarter of FY'84-85.

Long range plans for the advisory board include the design of marketing strategies for the Youth Employment Program, and design of a networking plan which includes private sector involvement.

EXHIBIT B-2

TRAINING AREA: Comprehensive

Maximum funding under this training area is:

Payment Point	Payment	Maximum Units	Maximum Funds
1. Enrollment	$587	280	$164,360
2. Completion	$149	238	$ 35,462
3. Competency: Education	$127	112	$ 14,224
4. Competency: Work Maturity	$127	70	$ 8,890
5. Placement	$658	168	$110,544
6. Training Related	$ 18	168	$ 3,024
7. Placement Wage	$ 18	168	$ 3,024
8. Retention	$343	118	$ 40,474
TOTAL			$380,002

COST-REIMBURSABLE

Maximum funds available to the Contractor on a cost-reimbursable basis shall not exceed for the following categories:

Support Services	$14,800
OJT Employer Payments	$30,000
Vocational Exploration Program Stipends	$ 3,000

CHAPTER 11. APPENDIX ITEMS

A. Dayton/Montgomery County (Ohio) Boards of Education 883
- o Interview Rating Form

B. New York State Division for Youth 885
- o Interview Rating Sheet

C. University of Wisconsin Employment and Training Institute 887
- o Job Skills Performance Test: "Participate Effectively in a Job Interview"

D. Vocational Exploration Demonstration Project 889
- o Job Seeking Interview

E. Florida State Department of Education, "Personal Finances," June, 1979 895
- o Selections on Teaching, Measuring, and Recording

F. Baltimore Manpower Consortium 927
- o Trainee Performance Record

G. Genesee/Shiawassee (Michigan) SDA 929
- o Participant Evaluation for Work Maturity Skills

H. Dayton/Montgomery County (Ohio) Boards of Education 931
- o Appearance Evaluation of Participant

I. North Carolina State Department of Public Instruction 933
- o Samples from Competency-Based Employability Skills Curriculum Guide

J. Illinois State Board of Education 953
- o Sections from Curriculum Guide for Pre-employment Skills

K. Illinois State Board of Education 989
- o Materials for Student Activities

CHAPTER 11. APPENDIX ITEMS
(cont'd)

L. Denver Employment and Training Administration 1013
  - o Pre-employment/Work Maturity Certification Form

M. Kansas State Department of Vocational Education 1015
  - o Pre-employment/Work Maturity Recordkeeping Form

N. Southern Nevada Employment and Training Program 1017
  - o Tracking Forms

O. State of Iowa Office for Planning and Programming 1023
  - o Sample Pre-employment and and Work Maturity Competency System

INTERVIEW RATING FORM

Item 11 A.

Name of Participant: ________________ Position Applying For: ____________________

INSTRUCTIONS: During the interview, please rate the participant on a scale of 0 - 10. Make any additional comments.

1. ENTRANCE - Appropriate greeting, called interviewer by name, identified himself/herself, explained why he/she was there.

Poor Entrance		Satisfactory Entrance			Very Good Entrance			Exceptional Entrance		
0	1	2	3	4	5	6	7	8	9	10

Comments: ____

2. APPEARANCE - Dressed appropriately, clean and neatly groomed, exhibited good posture, controlled nervousness.

Poor Appearance		Satisfactory Appearance			Poised Appearance			Exceptional Appearance		
0	1	2	3	4	5	6	7	8	9	10

Comments: ____

3. SINCERITY - Showed interest in job, expressed confidence.

Not Sincere		Seemed A Little Sincere			Was Sincere			Very Sincere		
0	1	2	3	4	5	6	7	8	9	10

Comments: ____

4. KNOWLEDGE OF POSITION

Poor		Satisfactory			Very Good			Exceptional		
0	1	2	3	4	5	6	7	8	9	10

Comments: ____

5. SKILLS - Sold himself/herself, and his/her interests and abilities.

Poor		Satisfactory			Very Good			Exceptional		
0	1	2	3	4	5	6	7	8	9	10

Comments: ____

COMMUNICATION - Expressed positive attitude during the interview, maintained good eye contact, listened attentively.

Poor		Satisfactory			Very Good			Exceptional		
0	1	2	3	4	5	6	7	8	9	10

Comments: ____________________

____

7. ANSWERING QUESTIONS - Spoke clearly, answered questions completely, used proper English, avoided discussing personal topics.

Poor		Satisfactory			Very Good			Exceptional		
0	1	2	3	4	5	6	7	8	9	10

Comments: ____________________

____

8. ASKING QUESTIONS

Did Not Ask Questions		Asked Inappropriate Questions				Asked Good Questions		Asked Very Good Questions		
0	1	2	3	4	5	6	7	8	9	10

Comments: ____________________

____

Additional Comments: ____________________

____

____

____

____

Item 11 B.

Applicants Name ____________________

INTERVIEW RATING SHEET

Put a check in the box that shows how you think the applicant rated

A. Appearance

	No	So-So	Yes	Wow
1. Was the applicant neat and clean?				
2. Was the applicant dressed appropriately?				
3. Did the applicant seem friendly and interested?				

B. Behavior

	No	So-So	Yes	Wow
1. Did the applicant speak clearly and use the right words?				
2. Did the applicant listen carefully?				
3. Did the applicant have good eye contact?				
4. Did the applicant keep hands and feet under control?				
5. Did the applicant sit down, stand up, shake hands, on schedule?				

C. Attitude and Personality

	No	So-So	Yes	Wow
1. Did the applicant have a positive attitude?				
2. Did the applicant seem interested in working?				
3. Did the applicant seem easy to get along with?				
4. Was the applicant someone I'd like to work with?				
5. Was the applicant polite and respectful?				

D. Sales Pitch

	No	So-So	Yes	Wow
1. Did the applicant answer the questions well?				
2. Did the applicant clearly explain strengths and experience?				
3. Did the applicant deal well with his/her weakness?				
4. Did the applicant ask good questions?				
5. Did the applicant seem prepared for the interview?				

Total boxes checked:					
multiplied by:	x1	x2	x3	x4	
Add Totals:	+	+	+	=	

Total number of points: = ________

Mark the score on the scale below:

0	20	30	40	50	60	70
Forget it!	Hire Only In An Emergency	Maybe Next Time	In the Running	A Top Contender	Definitely Hired	

Item 11 C.

JOB SKILLS
"Participate Effectively in a Job Interview"

PERFORMANCE TEST

Student ______________________ Date of Evaluation ______________

Instructor ____________________ Performance Attempt 1 2 3 4

DIRECTIONS: The purpose of this performance test is to determine if you are able to participate effectively in a job interview. To master this competency, you must demonstrate proficiency in 8 out of 10 points (80%) on the performance checklist. All critical items (*) must be marked "yes" for mastery.

You will be interviewed for a job. (The interview will be conducted by a person responsible for hiring in a business or government agency.)

JOB SKILLS
"Participate Effectively In a Job Interview"

PERFORMANCE TEST CHECKLIST

Critical Items	Items to Be Observed	Points Yes	No
*	1. Demonstrate proper dress and grooming.	*1	0
	2. Give your resume to the interviewer.	1	0
*	3. Explain why you want the job.	*1	0
*	4. Explain why you are suited for the job.	*1	0
	5. Explain your career goals.	1	0
*	6. Describe your educational background.	1	0
	7. Demonstrate good eye contact.	1	0
	8. Use firm, pleasant tone of voice.	1	0
	9. Control hands, legs and facial movements.	1	0
*	10. Answer questions truthfully and directly.	*1	0

Total Points Possible = 10
Points Needed for Mastery = 8

PERFORMANCE SCORE TOTAL __________

Item 11 D.

JOB SEEKING INTERVIEW	FORM B-4

A. INTENT OF SUBSTANCE AND FORM:

1. **Purpose of Benchmark:** to assure that participants are acquainted with the methods and processes for enhancing employment opportunities through the ability to effectively communicate and relay relevant information in a job-seeking interview.

2. **Design of Form:** to provide the assessor with a set of standard assessment criteria which can be utilized to determine the extent to which participants has mastered the specific skills related to this set of behaviors.

B. ASSESSMENT PROCESS:

1. **Curriculum Prerequisites:** appropriate elements in core curriculum units II VI, and IX.

2. **When Assessed:** following the completion of delivery of appropriate core curriculum elements in unit IX.

3. **Assessor:** a trained assessor other than the counselor/coordinator to whom the participant is assigned, and other than the individual serving in the role of interviewer.

4. **How Assessed:** by comparison of the individual standard criteria items in Form B-4 to the behaviors demonstrated by the participant in a simulated job-seeking interviewing situation where the participant assumes the role of the interviewee.

5. **Where Assessed:** in a formal simulation setting at the program site in a location isolated from other participants and program activities.

C. RECORDING PROCEDURE:

1. **How to Record:** according to definitions in the "User's Guide" for Form B-4, place the number corresponding to the appropriate descriptor of the observed behaviors (i.e., 1 = non-descriptive, 2 = somewhat descriptive, 3 = descriptive) in the box in the rating column corresponding to the respective standard assessment item.

2. **When to Record:** the rating of each standard assessment criteria item should occur immediately following the observation of the behavior on items of a singular episodic nature (e.g., "introduced self by name", "exited interview in a friendly manner"), and at the conclusion of the interview on items relating to cumulative or re-occuring episodes (e.g., "asked open-ended questions", "avoided annoying mannerisms"). Every effort should be made to rate behaviors as they are observed, and under no circumstances should the assessor exit the interview setting or begin another interview prior to the completion of the assessment form.

JOB SEEKING INTERVIEW	FORM B-4

D. FORM TRANSMITTAL:

1. **Who Gets Copies:** Upon the completion of the assessment, the B-4 form original and two (2) copies will be returned to the Master Form Recording Clerk. The original will be forwarded to SLU/CUP and one (1) copy will be placed in the "B-4" folder for each component. The other copy will be placed in the participants' individual file folders.

2. **Completeness Check:** the assessor completing the form is responsible for assuring the completeness fo this form. MISSING DATA ARE NOT ALLOWED. In addition to the participant data at the top of the form, each item must be marked "1", "2" or "3", or have an asterisk (*) indicating a note at the bottom of the form explaining the absence of a rating (e.g., "never attempted" or "never observed").

3. **When Transmitted:** the original and two (2) copies of Form B-4 must be delivered to the Master Form Recording Clerk immediately following the completion of the interviews sessions scheduled for a single day. When the interview schedule for a component requires more than one day for completion, the forms should not be held from day to day pending the completion of all interviews for the component.

E. SCORING PROCEDURES:

1. **Who Scores:** calculation of the score for Form B-4 will be accomplished by the Master Form Recording Clerk.

2. **How to Score:** the ratings for each item (i.e., "1", "2", "3") should be totaled to obtain the score. The score must be equal to or greater than 51 to be benchmarked for form B-4. (51 represents the minimum possible score to have completed 80% of the maximum score of 63.) If the score is 51 or greater, the scoring box in the lower, right-hand column is checked.

3. **Minimum Score:** the minimum acceptable score for successful completion of Form B-4 is 51.

4. **Transfer to Master Form:** once the scoring is concluded, the Master Form Recording Clerk will check (✓) either "yes", "no", or "never attempted" under the "Benchmark Achieved" column of the Form B-4 line of the "Master Benchmark Acquisition Form".

PARTICIPANT____________________ SITE________________ COMPONENT__________

DATE__________ PARTICIPANT'S COUNSELOR________________ RATER____________

INSTRUCTIONS: PLACE APPROPRIATE NUMBER IN RATING COLUMN

1 = Non-Descriptive, 2 = Somewhat Descriptive, 3 = Descriptive

RATING CRITERIA	RATING
1. Was on time	
2. Was well groomed	
3. Was appropriately dressed	
4. Began interview with friendly greeting	
5. Responds appropriately to direction from interviewer	
6. Responses to interviewer were not emotionally charged	
7. Responses were unbiased	
8. Responses were not close-ended	
9. Stated relevant qualifications or experience	
10. Gave two or more relevant facts about self	
11. Avoided mentioning personal weaknesses, or making negative statements.	
12. Asked appropriate and relevant questions about the job	
13. Asked appropriate and relevant questions about the company	
14. Asked appropriate and relevant questions about the benefits	
15. Asked appropriate and relevant questions about the working conditions	
16. Speaking and listening time was appropriately distributed	
17. Expressed interest in the job by asking permission to call back about interviewer's decision and by recording name of the interviewer	
18. Did not use slang or street expressions during the interview	
19. Maintained good eye contact with the interviewer	
20. Avoided annoying mannerisms	
21. Exited interview in friendly manner by thanking interviewer	
CHECK IF TOTAL SCORE IS 51 OR GREATER ☐ TOTAL	

SLU/CUP VEDP FORM B-4

MOCK JOB-SEEKING INTERVIEW	USER'S GUIDE FORM B-4

ITEM NO.	ITEM INFORMATION AND/OR INSTRUCTIONS
1	Participant arrived at interview at specified time.
2	Participant is clean and neat in appearance.
3	Clothes are neat, clean, non-wrinkled and compatible with traditional world of work dress.
4	Participant said "Hello", introduced self by using first and last names, and shook hands with the interviewer in the traditional world of work manner as described in the Core Curriculum.
5	Participant responds to interviewer's directions by initiating action which corresponds to direction. Example: Participant sits down when interviewer so directs.
6	Participant's responses did not contain strong subjective feelings, i.e., joy, sorrow, reverance, hate, love, sex stereotypes, political or ethnic orientations. Example of Inappropriate Response: "I know I would really be good at this job because I love children and they give me so much joy, and I don't have much joy in my life."
7	Participant's responses were factual and did not support preconceived ideas. Example: Biased: "I'm sure I can grow roses because people tell me I have a green thumb." Unbiased: "I've had four years of experience growing roses."
8	Responses initiated by participant encourage continuation of the conversation by the participant asking follow-up questions: Example: Question: "Do you have experience in invoicing?" Open Response: "At my last job I prepared invoices for the products shipped. Would I have similar responsibilities at this job?" Closed Response: "Yes."
9	The participant stated qualifications and/or experience that relates specifically to the job for which the participant is applying.
10	The participant stated to the interviewer at least two (2) important facts that relate to the participant in the world of work.
11	The participant does not reflect personal perceptions of inabilities. Examples: Does Reflect: "I haven't worked much with people, so I don't know how it would turn out." Doesn't Reflect: "I've had a little experience dealing with people but I'm eager to try my best."
12	Participant asked at least two (2) questions that relate to the job for which the participant is applying.

MOCK JOB-SEEKING INTERVIEW	USER'S GUIDE FORM B-4

ITEM NO.	ITEM INFORMATION AND/OR INSTRUCTIONS
13	Participant asked at least two (2) questions that relate to the company to which application is being made.
14	Participant asked at least two (2) questions relating to the employee benefits at the company to which the participant is applying.
15	Participant asked at least two (2) questions which relate to the working conditions at the company to which the participant is applying.
16	Responses to questions are open-ended and participant asked follow-up questions of the interviewer. Example: Interviewer: "What experience do you have in working in a warehouse?" Participant: "I worked in a warehouse for fourteen months. I drove a forklift. Would I be responsible for the same duties on this job?"
17	Participant asked interviewer's permission to call back regarding the interviewer's decision.
18	The participant at no time utilized non-standard vocabulary consisting of typically arbitrary and often ephemeral coinages and figures of speech. Example: "Hey, man. How many bucks do you pay on this job?"
19	The participant did not stare but periodically looked interiewer in the eyes (i.e., in the general direction of the interviewer's head).
20	Participant did not exaggerate an effective style or habit by gesticulating during the interview. Examples: biting finger nails, scratching head, clicking teeth, whistling, etc.
21	The participant expressed appreciation to the interviewer, shook hands, and said "Good-bye."

Item 11 E.

How to Administer the Unit

Purpose

Personal Finances was developed to: (1) increase student awareness of the importance of good money management, and (2) provide students with learning activities for practicing the skills needed to become proficient in managing their financial affairs (banking, paying taxes, borrowing, buying, saving, and budgeting).

Major Concepts to Be Developed

Since the following primary concepts go beyond a statement of the unit objectives to form a conceptual framework for the unit, you may wish to discuss and develop them with the class.

- *A person's financial situation can affect his/her success on the job.* A worker who is concerned about bills or harassed by creditors can't concentrate on the job. In addition to calling the employee at work, creditors may contact the employer, causing embarrassment to the employee. Other consequences of a poor financial picture are losing money, time, or even a job, and being taken to court.
- *All workers need certain basic mathematical skills and the ability to read and understand forms and contracts* so that they can manage their personal finances. Lack of these skills can be very costly over a lifetime.
- *A budget is a realistic plan for relating spending to income.* Since spending must not exceed income, an important first step in developing a budget is keeping a record of expenditures.
- *A good budget reflects a person's priorities based on his/her discrimination between needs and wants.* A budget helps the person use his/her money for those things s(he) feels will provide the greatest satisfaction and return.
- *Buying on credit is convenient, but it can be risky.* Great care should be taken to avoid owing too much money at any one time. A lot of small payments can add up to an amount that is too large to pay.
- *Some ways of borrowing money or buying on credit are cheaper than others.* Knowing the difference can save money.

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List of Student Objectives

The following list of student objectives (descriptions of intended learning outcomes of the unit) also appears in the front of the student booklet. It is included there to let the student know exactly what s(he) is expected to be able to do after completing the unit. It can also be used as a table of contents for the booklet and as a checklist for keeping track of the student's progress as s(he) works through the booklet.

This list gives the objectives in a short form for convenient reference. There are two kinds of objectives: performance objectives and knowledge objectives. Further explanation of the objectives, including standards of performance, can be found in this guide under *Unit Test Answer Key* (for the knowledge objectives) and *Performance Test Answer Key* (for the performance objectives).

---

1. List three paycheck deductions.
2. Identify four fringe benefits.
3. List three services that taxes pay for.
4. **Do it!** Fill out a federal income tax form.
5. List five smart shopping rules.
6. List four dangers of buying on credit.
7. List three results of not making credit payments on time.
8. List three reasons for keeping a budget.
9. **Do it!** Balance a personal budget.
10. Identify five types of insurance.
11. Identify high and low interest loan sources.
12. List three benefits of keeping a savings account.
13. **Do it!** Fill out a deposit slip.
14. **Do it!** Write a check.
15. **Do it!** Balance a checkbook.

Performance Objectives are marked Do it!

Content Outline

- **I. Collecting Your Pay**
  - A. Deductions
    - 1. Federal income tax
    - 2. FICA (Social Security)
    - 3. Insurance
    - 4. Union dues
    - 5. Retirement plan
  - B. Fringe benefits
    - 1. Time off with pay
      - a. vacations
      - b. holidays
      - c. sick pay
    - 2. Insurance plans
      - a. health
      - b. life
    - 3. Benefits required by law
      - a. Social Security
      - b. workmen's compensation
      - c. unemployment compensation
    - 4. Other benefits
      - a. retirement plans
      - b. on-site medical programs
      - c. bonuses
      - d. profit-sharing plans
      - e. disability benefits
      - f. education and advancement benefits
      - g. recreational benefits
      - h. credit unions

- **II. Paying Taxes**
  - A. Benefits
  - B. Filing federal income tax

- **III. Learning Good Buying Practices**
  - A. Guidelines
    - 1. Think ahead.
    - 2. Buy only what you need and will use.
    - 3. Compare prices.
    - 4. Compare quality.
    - 5. Compare quantity.
    - 6. Wait for sales.
    - 7. Buy items with guarantees.
    - 8. Avoid credit buying.
  - B. Dangers of buying on credit
    - 1. Credit costs money.
    - 2. Credit discourages shopping around.
    - 3. Credit makes it hard to control spending.
    - 4. You will get into trouble if you don't pay your bills.

- **IV. Paying Bills on Time**
  - A. Importance of paying on time
  - B. Consequences of not making credit payments
    - 1. Lose the item you purchased
    - 2. Lose some or all of the money paid in
    - 3. Get a bad credit rating
    - 4. Have to pay a late charge
    - 5. Be taken to court

- **V. Planning a Personal Budget**
  - A. Reasons for having a budget
    - 1. To show you where you spend your money
    - 2. To help you plan how to live on your pay
    - 3. To give you records for use in filling out tax forms
    - 4. To help you save for unexpected expenses
    - 5. To help you plan for large purchases without borrowing
  - B. Developing a budget
    - 1. What a budget does
    - 2. Discovering present spending habits
    - 3. Deciding where you want your money to go in the future
    - 4. Planning your budget to get the most for your money
    - 5. Using a budget worksheet

- **VI. Finding Out about Insurance**
  - A. Types of insurance
    - 1. Life
    - 2. Health
    - 3. Homeowner's
    - 4. Automobile
      - a. liability
      - b. collision
      - c. comprehensive

B. Advantages of insurance
  1. Compensation for loss of property
  2. Help in paying medical bills
  3. Benefits for survivors in case of death

VII. **Borrowing Money**
  A. Places with low interest rates
    1. Banks
    2. Credit unions
    3. Borrowing on life insurance policies
  B. Places with high interest rates
    1. Loan companies
    2. Mail order loans
    3. Pawnshops
  C. Borrowing from friends (no interest)

VIII. **Opening a Savings Account**
  A. Advantages
    1. Makes interest money for you
    2. Helps you save for the future
    3. Keeps your money safe
    4. Shows others you are careful with money
  B. Filling out a deposit slip

IX. **Checking Accounts**
  A. Keeping records of checks and deposits
  B. Writing a check
  C. Balancing a checkbook

Special Notes on Handling Student Activities

Some of the performance objectives require students to perform basic mathematical operations, including addition, subtraction, multiplication, and computation of percent. A review of these mathematical processes may be necessary to prepare your students to perform the required tasks:

- filling out an income tax form (Objective 4)
- balancing a personal budget (Objective 9)
- filling out a deposit slip (Objective 13)
- balancing a checkbook (Objective 15)

The income tax section in particular may cause difficulty for those students who cannot do certain mathematical operations, such as calculating percentage. Emphasize to these students that they need not be discouraged when they have trouble filling out the back of the tax form; they can choose to have the IRS figure their tax for them. To do this, they need only follow the directions in the government instruction booklet and fill out the first half of the form. You may wish to encourage some of your students to do this, and give them practice in filling out the form that way.

The appendixes of this instructor's guide include data sheets on each person discussed in the income tax section of the student booklet. You can reproduce these sheets and distribute them to your class along with blank income tax forms. Or you can develop your own income tax problems using the sheets as a guide. Answer sheets (completed forms) can also be found in the appendixes.

When introducing the objectives on income tax and balancing a checkbook, it is a good idea to emphasize the need for developing general skills in reading and following instructions, rather than stressing the mastery of a particular form, which may change from year to year or from one bank to another. A classroom display of checkbook balancing (reconciliation) forms obtained from various local banks can effectively illustrate this point.

Because of the detailed, technical nature of these objectives, *all* students will need close supervision and frequent teacher-student interaction. For this reason, several activities in the student booklet require the students to have their work checked by the instructor. Answer keys for the income tax activity and the budget activity have been provided in this guide (see *Appendix 1*). Students who go through the booklet without developing a full understanding of the concepts may experience confusion and frustration when they first encounter an activity or performance test for which answers are not provided. Field-test evaluation has shown that if the instructor works closely with the student early in this process, such problems can be avoided.

Objective 9 relates to developing a budget. In the booklet, the student simply changes a budget to allow for savings. You may wish to expand on that objective by having the students develop actual budgets for themselves. For this purpose, a blank budget worksheet is provided at the back of the student booklet.

A good way to begin *Personal Finances* is to discuss the relationship between income and expenses and the need to plan spending. Students can be encouraged to keep their own daily or weekly record of personal spending, which will prepare them for Objective 9. By the time they are ready to develop their own budgets, they will have some valuable information about their spending habits.

How to Enrich the Unit

The discussion questions, activities, and resources included on these pages can be used to introduce the unit or individual objectives, supplement instruction, or provide topics for further exploration for advanced students.

Discussion Questions

1. For those who work or have worked: When you received your first paycheck, was your take-home pay less than you had expected? What happened to the money?
2. What is the biggest deduction from most salaries?
3. What do you think will happen if you don't pay your taxes? Can you refuse to pay taxes?
4. Have you ever filed an income tax return? If you have a part-time job and withholding tax is taken out, must you file to get it back?
5. What agencies are there in your community that will help you fill out your income tax return? Which ones provide this service free?
6. How do you feel about taxes? Should taxes be cut? If so, the government must cut or reduce some of its services. Which services should be cut or reduced?
7. When you charge a purchase on your credit card, the store must pay the credit card company a certain percentage of the amount of the purchase. Discuss how the use of credit cards affects the store's prices.
8. Have you ever bought anything on credit? If so, what kind of credit did you use?
9. What kind of information does the local credit bureau have about you or your family? Who has access to this information? How is the information kept up-to-date? If you are turned down for credit, can you find out why? How?
10. Do you use a budget? Why or why not? Do you know anyone else who uses a budget? How well does it work?

11. If you write down all the money that you make in a month and subtract your regular monthly bills, would you know how much money you have left over each month? Why not? Where would the rest of the money go?
12. Give an example of someone who was sorry s(he) didn't have insurance.
13. What is meant by "deductible" insurance? Why is "$100 deductible" insurance cheaper than "$50 deductible" insurance?
14. Do you know anyone who has borrowed money from a source other than a friend or relative? How much interest did s(he) have to pay?
15. What is a consolidation loan? Does a consolidation loan really help you pay your bills and get out of debt?
16. Do you believe in saving money or spending money? Can you afford to save? Can you afford *not* to save?
17. Do you have any money saved? If so, why? How? What percent interest do you earn? How much should a part-time student worker save?
18. What is meant by "garnishment"? What restrictions, if any, should there be on garnishment of wages? What are your state's laws on garnishment?
19. If a person or a family in your community gets into financial trouble, where can they get help? Is there a money management counseling service in your community? Who can use it? How much does it cost?

Additional Activities

Objective(s)	Activity	Time
1. Paycheck deductions	Analyze a paycheck.	one class period
2. Fringe benefits	Compare the benefits of different jobs.	one class period
4. Income tax	Invite IRS instructors to speak.	one class period
	Visit the IRS.	outside class
5. Shopping	Compare prices.	outside class
5-7. Credit buying	Invite speakers.	one class period
	Compare the cost of credit buying and cash buying.	outside class
	Study contracts.	one class period
9. Budget	Make a vacation budget.	one class period
	Figure living costs.	one class period
	Make a family budget.	outside class
	Keep financial records.	outside class
10. Insurance	Estimate worth of personal property.	outside class
11. Loans	Compare interest rates.	one class period
	Analyze advertisements.	one class period

Materials	Procedure
transparency of paycheck voucher	Show the transparency. Discuss: (1) required deductions, (2) percent of check for each deduction, (3) difference between net and gross, and (4) vocabulary.
job information	Lead a discussion on the financial advantages and disadvantages of different jobs. What fringe benefits are offered?
	The IRS has special instructional personnel who will teach your class how to fill out tax forms. They provide visuals as well.
	Students can visit and/or write the IRS to get free materials and tax information.
shopping list for a family of four for one week	Make up a sample shopping list, then send students to different supermarkets to find and write down the prices. Compare results in class. A variation of this would be to have them price a car or major appliance.
	Invite speakers from banks, credit unions, savings and loans, credit departments, etc. Discuss credit bureaus, credit ratings, and credit assistance.
information on credit plans	Compare the cash cost of an object with the cost if financed.
sample credit contracts	Have students read and discuss sample credit contracts. Explain what each contract says.
blank budget forms from student booklet	Have each student plan a budget for a vacation trip.
blank budget forms	Have students figure how much it costs their parents to support them.
blank budget forms	Divide the class into couples and have them work out a budget for their "family." Have them find out what it costs to set up housekeeping (including deposits on utilities, phone, etc.).
blank budget forms	Have students estimate their expenses and then keep records of all their expenses for one week. Group expenses by budget categories and compare expenses to their estimated expenses.
	Have students compile a list of all their personal property (clothes, radios, bicycles, collections, etc.) and estimate each item's worth and how much they would lose if their property was lost, stolen, or destroyed.
interest rate information	Compare interest rates for savings accounts and loans at different financial institutions.
sample ads	Ask students to bring in samples of misleading ads for credit or loans. Discuss.

Objective(s)	Activity	Time
12-15. Banking	Take a bank field trip.	one class period
All objectives	Role-play a customer.	one class period
	Learn about car expenses.	outside class
	Is it better to rent or buy?	outside class
	Listen to songs about money.	outside class
	Make a vocabulary card game.	one class period

Materials	Procedure
	Visit local financial institutions. Have students make reports on the different interest rates and checking account fees.
	One student role-plays a customer, another portrays the banker, insurance agent, tax official, or credit manager who must explain his/her company's policy to the customer.
	Ask the students to find out how much it costs to own a car, including insurance, gas, upkeep, etc. Compare premiums and coverage from various insurance companies. Compare large and small cars. Also, find out the credit charges.
	Given a goal such as a house, boat, or car, have each student decide whether it is cheaper to rent or buy it.
song lyrics and records	Have the students find songs about money and then write a musical skit based on the songs.
blank 3" × 5" cards	Make a matched set of related vocabulary words and definitions. Deal four or six to each player. Players discard and draw until one has a matched set of words and definitions.

Resources

This section describes a few of the many materials available for teaching employability skills. A more complete list of resources may be found in *A Guide to Employability Skills Materials* (1975), published by the Florida Department of Education and distributed by district vocational education and career education directors. However, neither of these publications can list all existing materials on the subject. Some excellent resources have undoubtedly been missed, and new ones are constantly becoming available. Inclusion of materials in this list is not to be considered an endorsement of a product, producer, or approach by the Career Education Center, Florida State University, or the Florida Department of Education.

The annotations are grouped by media, and include the name of the publisher or source, a brief description, and the price and date of publication whenever this information was available. The materials are suitable for secondary school students unless otherwise indicated. Materials marked with a • have been designated by the publisher as being suitable for students with lower reading level, learning disabilities, or low motivation. Spanish availability is marked with a ☐.

This listing provides information for buying or renting specific materials. It also includes a special section on free or inexpensive materials. However, you can probably borrow many employability skills materials. Check with your school media center, your guidance counselor, your cooperative program coordinator, and with other faculty members in vocational and academic departments. Occupational specialists or placement and follow-up offices may have materials or know where they can be found. District career education directors sometimes have collections of materials, and the district media center often stocks films and other resources. The Florida State Employment Service is another good source.

Human resources should not be overlooked. Governmental agencies, employment services, and personnel directors can often provide speakers as well as materials.

Free and Inexpensive Materials

Some materials are available at low cost from various agencies and businesses. Here's a short list to get you started.

Consumer Information (1976)
Consumer Information Center
Pueblo, CO 81009
Audience: all consumers
Purchase price: free.

This is an index of selected federal publications of consumer interest, including information on budgeting, finance, insurance, and taxes.

Consumer Facts Leaflets (1974, 1975, 1976)
CUNA Cooperative Supply
Post Office Box 431
Madison, WI 53701
Purchase price: sample kit free.

This kit contains activities on credit, money management, and other related areas.

Credit Cards: Thirty Days to Reality (1970)
Department of Agriculture Publications
University of Connecticut
Storrs, CT 06268
Purchase price: $.15.

A Guide to Employability Skills Materials (1975)
Career Education Center
Florida State University
415 North Monroe Street
Tallahassee, FL 32306

Just Married (1967)
Follett Educational Corporation
1010 West Washington Boulevard
Chicago, IL 60607
Purchase price: $.69.

This is a workbook of budget exercises.

Making the Most of Your Money (1971)
Educational Division
Institute of Life Insurance
277 Park Avenue
New York, NY 10017
Purchase price: free to educators.

This classroom unit focuses on money management.

Social Security Information for Young Families (1975)
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Purchase price: $.15.

Suggested Guidelines for Consumer Education, Kindergarten through Twelfth Grade (1974)
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Purchase price: $1.05, 58 pp.

Taxpayer's Almanac (Annual)
State Comptroller's Office
340 Carlton Building
Tallahassee, FL 32304
Audience: students and others new to Florida's tax system
Purchase price: up to 20 copies free, 6 cents each for over 20 copies.

This booklet is a basic introduction to taxes in Florida.

A Teacher's Guide to Credit Unions (1967)
CUNA Cooperative Supply
Post Office Box 431
Madison, WI 53701
Purchase price: $.65.

Understanding Taxes Program (yearly)
Internal Revenue Service
(ATTN: Understanding Taxes Coordinator)
P.O. Box 35045
Jacksonville, FL 32202
Purchase price: free.

Principals or teachers can use Form 1742 to request, by November 1 of each year, the following free materials to be delivered in January: *Understanding Taxes—General Edition* (student text, newspaper format); *Teacher's Guide* (teaching materials, instructional objectives, sample lesson plans, questions, tax forms, blowups of tax forms); and *Understanding Taxes Farm Supplement.* Each school ordering the above materials will also be sent copies of *Your Federal Income Tax*, a comprehensive IRS reference on tax return preparation. In addition, two supplementary color videotapes or 16 mm movies are available from the Understanding Taxes Coordinator: *Money Talks*, a brief history of taxation, and *What Happened to My Paycheck?*

Using Our Credit Intelligently (1967)
National Foundation for Consumer
Credit, Incorporated
1818 H Street NW
Washington, DC 20006
Purchase price: $.85, single copy free.

Your Social Security (1975)
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Purchase price: $.35.

Youth Film Library
Florida Credit Union League
2821 West Pensacola Street
Tallahassee, FL 32304
Rental price: no charge except return postage.

Titles in this 16 mm color film series include: *Using Money Wisely* (18 min.), *Your Credit Is Good* (15 min.), *The Money Tree* (20 min.), *You'll Earn It* (24 min.), *Buying with a Twisted Arm* (13 min.), and *Why Do You Buy?* (10 min.).

Filmstrips

Getting Your Money's Worth (1974)
Society for Visual Education (SVE)
1345 Diversey Parkway
Chicago, IL 60614
Grades 7-Adult
Purchase price: $63.50 (6 f/s, 3 cassettes, 1 teacher's guide)—color, approx. 17 min. each.

Titles in this six-filmstrip series include: *Why You Need Consumer Know-How, Blueprint for Money Management, Buying Wisely, Making Credit Work for You, Saving to Reach Your Goals, Let the Buyer Beware.*

The Paycheck Puzzle (1974)
Guidance Associates
757 Third Avenue
New York, NY 10017
Grades 9-Adult
Purchase price: $48.50 (2 f/s, 2 cassettes or 2 records, 1 discussion guide)—color, approx. 10 min. each.

This humorous case study helps students retain key facts about payroll deductions and employee benefits. It increases confidence by building a base of information.

Cassettes

☐ **World of Work I: On the Job (1969)**
Educational Design, Incorporated
47 West 13th Street
New York, NY 10011
Grades 6-12
Purchase price: $229.50.

This is a research-based set of 14 lesson cassettes and 6 discussion cassettes. Each cassette is a self-contained unit that can be used separately or with others in the group. Topics of the cassette groupings include: *New on the Job, Dealing with Supervisors, The Rules of the Game, Moving Up or Out.*

Games

Consumer (1969)
The Bobbs-Merrill Company
4300 West 62nd Street
Indianapolis, IN 46268
Grades 6-Adult
Purchase price: $30.

Suitable for consumer education, this game teaches students how to calculate true interest rates, how to negotiate contracts with credit managers, and how to cope with problems of budgeting and buying. It simulates the economic life of an everyday individual and is constructed for play over a number of class periods.

FLIP (Family Life Income Patterns) (1971)
Instructional Simulations, Incorporated
2147 University Avenue
St. Paul, MN 55114
Grades 7-Adult
Purchase price: $45.

Students cooperate as family members in planning, budgeting, purchasing, and using credit.

Job Scene (1976)
Career Education Center
Florida State University
415 North Monroe Street
Tallahassee, FL 32306
Grades 7-12

This game involves good work habits and interpersonal relations as well as consumer skills in simulation of real-life job and money situations.

Payday (1975)
Parker Brothers, Incorporated
190 Bridge Street
Salem, MA 01970
Purchase price: $6.50.

Kits

Classroom Money Management Kit
CUNA Mutual Insurance Society
Policyowner Relations Department
Post Office Box 391
Madison, WI 53701
Purchase price: $9.95 (*Managing Your Money* game, money management calendars, teacher's guide, magazine, insurance reprints, *Personal Finance Education Guide,* 4 cassettes). *Managing Your Money* game alone: $2.50.

Modern Consumer Education (1974)
Grolier Educational Corporation
Attention: Robert Hall, General Manager
Instructional Systems Division
845 Third Avenue
New York, NY 10022
Grades 7-Adult
Purchase price: $260.

This is a complete, basic course in consumer education. The topics covered include the basic consumer areas as well as consumer problems in law and health.

Money Management (1970)
Changing Times Education Service
1729 H Street NW
Washington, DC 20006
Grades 7-12
Purchase price: $59.50.

This multimedia resource kit for teaching consumer education contains units on borrowing, budgeting, earning, saving, and spending.

Print

Forms in Your Future (1973)
Globe Book Company
175 Fifth Avenue
New York, NY 10010
Grades 6-12
Purchase price: $2.40.

This workbook provides practice in filling out forms of all kinds, including tax forms, credit applications, etc.

- **Getting Ready for Payday (1963)**
- **Getting and Holding a Job (1966)**

Frank E. Richards Publishing Company
Post Office Box 370
Liverpool, NY 13088

Getting Ready consists of three books: *Checking Accounts, Saving Accounts,* and *Planning Ahead. Getting and Holding* is a workbook text that includes topics such as Social Security, payroll deductions, and unions.

Life Today (1970)
Mafex Associates, Incorporated
111 Barron Avenue
Johnstown, PA 15906
Purchase price: $2.95 each, 10 for $29.

This book on psychosocial development for teenagers and young adults covers many aspects of daily life, including honesty, insurance, contracts, taxes, and much more.

Mathematics for the Worker (1969)
Mathematics for Employment, Parts I & II (1970)
Mathematics for Everyday Living (1970)
Mafex Associates, Incorporated
111 Barron Avenue
Johnstown, PA 15906
Purchase price: $2.50 (student text); $3.75 (teacher's manual).

Part I covers basic arithmetic and includes sections on sales tax and the value of money. *Part II* applies this knowledge to working in a restaurant, a department store, and a laundry. *Everyday Living* includes materials on sales tax, savings accounts, checking accounts, and math needed for restaurant work. *Worker* covers money management and the use of mathematics on the job in a gas station and a restaurant.

- **Money Makes Sense (1972)**
Fearon Publishers, Incorporated
6 Davis Drive
Belmont, CA 94002
Audience: educable mentally retarded and slow learners
Purchase price: $3; teacher guide, free.

This workbook text introduces American money and its history, covering coin recognition, value of coins, use of money, counting, and addition.

Paying Your Way (1975)
McGraw-Hill Book Company
Gregg Division
Post Office Box 402
Highstown, NJ 08520
Audience: consumer education and business education students
Purchase price: $15.95.

Succeeding in the World of Work (1975)
McKnight Publishing Company
Post Office Box 2854
Bloomington, IL 61701
Grades 9-12
Purchase price: $6.99 (hardbound textbook); $1.98 (workbook).

This set provides a general preparation for adult life in the world of work. It assists in setting life and career goals and in understanding one's self and the American economy. Included are such topics as entering the world of work, you and work, job choices and opportunities, applying for a job, and money management. The workbook may be used independently of the text.

- **Using Dollars and Sense (1972)**
Fearon Publishers, Incorporated
6 Davis Drive
Belmont, CA 94002
Audience: educable mentally retarded and slow learners
Purchase price: $4; teacher guide, free.

This workbook covers coin recognition, use of money, counting, making change, subtraction, multiplication, and division.

- **Using Money Series (1973)**
Frank E. Richards Publishing Company
Post Office Box 370
Liverpool, NY 13088
Audience: students with learning disabilities and low reading level; basic adult
Purchase price: $1.75/workbook.

This series consists of the following four workbooks: *Counting My Money, Making My Money Count, Buying Power,* and *Earning, Spending, and Saving.*

- **World of Work Kit (1969)**
McGraw-Hill Book Company
Webster Division
1221 Avenue of the Americas
New York, NY 10020
Grades 7-Adult
Purchase price: $111 (50 titles, 20 copies each); $2.10 (1 title, 20 copies); $.99 (1 teacher's guide).

This collection of 50 illustrated fictional booklets is designed especially for the urban, non-college-bound student who may enter the job market at an early age. Each booklet, through a playlet or story, exposes the student to a new dimension of the world of work; stories are open-ended to prompt class discussion.

Transparencies

What to Do with Money
United Transparencies, Incorporated
Post Office Box 688
Binghamton, NY 13902
Grades 9-Adult
Purchase price: $93.50 (35 transparencies, 25 student workbooks, answer book, teacher's guide).

This set covers the basics of banking (checks, deposits, borrowing, money orders) and credit buying.

How to Measure Student Performance

Performance Test Answer Key and Objectives

The complete form of the performance objectives is listed below. Each objective includes a performance checklist, which is identical to the one in the student booklet and contains the requirements for achievement of the objective as taught in the unit. The objectives with their checklists thus serve as an answer key. Every item on the checklist must be correct for the student to pass that objective.

If you require the student to meet additional or more difficult criteria, further instruction should be provided.

Objective 4

Given a current federal income tax form 1040A, the Internal Revenue Service instruction booklet, and information and W-2 forms for a person, the student will fill out the form. The form must be complete and correct, meeting the requirements of the IRS and the performance checklist below. The completed form should look like the one on page 31.

Performance Checklist

Front of Form

- Louise's name and address
- Louise's Social Security number
- Louise's occupation
- Correct filing status
- Correct exemptions checked and number placed on line 6f
- Line 9 has correct salary information from W-2 form
- Line 11 has correct interest information from interest statement
- Line 12 equals the total of lines 9, 10c, and 11

Back of Form

Information copied correctly:

- Correct total income copied on line 13a from line 12
- Correct federal income tax withheld copied on line 20a from W-2 form
- Line 24 is the same as line 23

Tax tables used correctly:

- Line 16 represents correct amount from tax tables

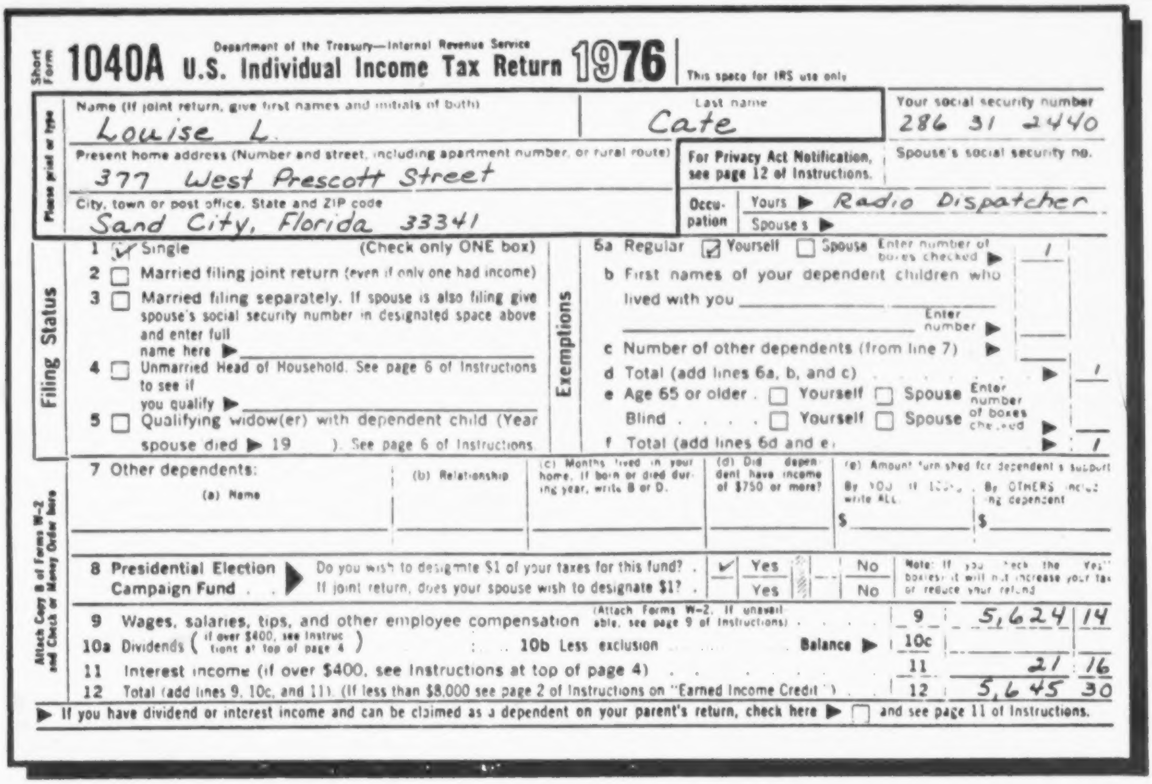
Arithmetic performed correctly:

- Line 13b equals 16% of line 13a, but not more than $2,400 or less than $1,700
- Line 13c equals line 13b subtracted from line 13a
- Line 14 equals $750 multiplied by the number on line 6f
- Line 15 equals line 14 subtracted from line 13c
- Line 17a equals $35 multiplied by the number on line 6d
- Line 17b equals 2% of line 15, but not over $180
- Line 18a equals line 17c subtracted from line 16
- Line 19 equals line 18b subtracted from line 18a
- Line 21 equals the total of lines 20a, 20b, 20c, and 20d
- Line 22 equals line 21 subtracted from line 19

Signature section completed correctly:

- Form is signed on preparer's line
- Today's date

Completed Tax Form for Objective 4



Short Form **1040A** Department of the Treasury—Internal Revenue Service **U.S. Individual Income Tax Return 1976** This space for IRS use only

Please print or type

Name (If joint return, give first names and initials of both): Louise L.

Last name: Cate

Your social security number: 286 31 2440

Present home address (Number and street, including apartment number, or rural route): 377 West Prescott Street

For Privacy Act Notification, see page 12 of Instructions.

Spouse's social security no.

City, town or post office, State and ZIP code: Sand City, Florida 33341

Occupation: Yours ▶ Radio Dispatcher

Spouse's ▶

Filing Status

1 ☑ Single (Check only ONE box)

2 ☐ Married filing joint return (even if only one had income)

3 ☐ Married filing separately. If spouse is also filing give spouse's social security number in designated space above and enter full name here ▶

4 ☐ Unmarried Head of Household. See page 6 of Instructions to see if you qualify ▶

5 ☐ Qualifying widow(er) with dependent child (Year spouse died ▶ 19). See page 6 of Instructions.

Exemptions

6a Regular ☑ Yourself ☐ Spouse Enter number of boxes checked ▶ 1

b First names of your dependent children who lived with you Enter number ▶

c Number of other dependents (from line 7) ▶

d Total (add lines 6a, b, and c) ▶ 1

e Age 65 or older ☐ Yourself ☐ Spouse Enter number of boxes checked ▶

Blind ☐ Yourself ☐ Spouse

f Total (add lines 6d and e) ▶ 1

7 Other dependents: (a) Name	(b) Relationship	(c) Months lived in your home. If born or died during year, write B or D.	(d) Did dependent have income of $750 or more?	(e) Amount furnished for dependent's support By YOU. If 100%, write ALL.	By OTHERS including dependent
				$	$

8 **Presidential Election Campaign Fund** ▶ Do you wish to designate $1 of your taxes for this fund? ✓ Yes No

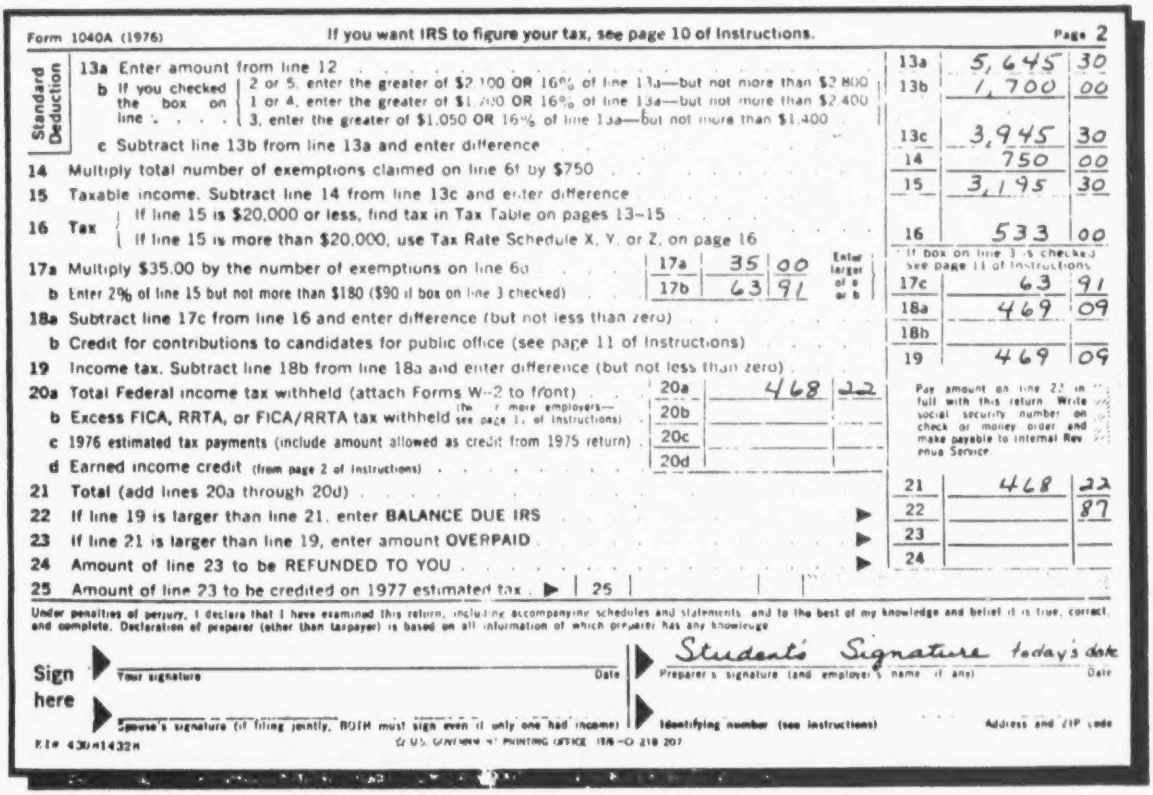
If joint return, does your spouse wish to designate $1? Yes No

Note: If you check the "Yes" box(es) it will not increase your tax or reduce your refund.

Attach Copy B of Forms W-2 and Check or Money Order here

9 Wages, salaries, tips, and other employee compensation (Attach Forms W-2. If unavailable, see page 9 of Instructions)	9	5,624	14
10a Dividends (if over $400, see Instructions at top of page 4) 10b Less exclusion Balance ▶	10c		
11 Interest income (if over $400, see Instructions at top of page 4)	11	21	16
12 Total (add lines 9, 10c, and 11). (If less than $8,000 see page 2 of Instructions on "Earned Income Credit")	12	5,645	30

▶ If you have dividend or interest income and can be claimed as a dependent on your parent's return, check here ▶ ☐ and see page 11 of Instructions.



Form 1040A (1976) **If you want IRS to figure your tax, see page 10 of Instructions.** Page 2

Standard Deduction

13a Enter amount from line 12	13a	5,645	30
b If you checked the box on line: 2 or 5, enter the greater of $2,100 OR 16% of line 13a—but not more than $2,800 1 or 4, enter the greater of $1,700 OR 16% of line 13a—but not more than $2,400 3, enter the greater of $1,050 OR 16% of line 13a—but not more than $1,400	13b	1,700	00
c Subtract line 13b from line 13a and enter difference	13c	3,945	30
14 Multiply total number of exemptions claimed on line 6f by $750	14	750	00
15 Taxable income. Subtract line 14 from line 13c and enter difference	15	3,195	30
16 Tax: If line 15 is $20,000 or less, find tax in Tax Table on pages 13–15 If line 15 is more than $20,000, use Tax Rate Schedule X, Y, or Z, on page 16	16	533	00

17a Multiply $35.00 by the number of exemptions on line 6a	17a	35	00
b Enter 2% of line 15 but not more than $180 ($90 if box on line 3 checked)	17b	63	91

Enter larger of a or b

If box on line 3 is checked see page 11 of Instructions

17c	17c	63	91
18a Subtract line 17c from line 16 and enter difference (but not less than zero)	18a	469	09
b Credit for contributions to candidates for public office (see page 11 of Instructions)	18b		
19 Income tax. Subtract line 18b from line 18a and enter difference (but not less than zero)	19	469	09

20a Total Federal income tax withheld (attach Forms W-2 to front)	20a	468	22
b Excess FICA, RRTA, or FICA/RRTA tax withheld (two or more employers—see page 11 of Instructions)	20b		
c 1976 estimated tax payments (include amount allowed as credit from 1975 return)	20c		
d Earned income credit (from page 2 of Instructions)	20d		

Pay amount on line 22 in full with this return. Write social security number on check or money order and make payable to Internal Revenue Service.

21 Total (add lines 20a through 20d)	21	468	22
22 If line 19 is larger than line 21, enter BALANCE DUE IRS ▶	22		87
23 If line 21 is larger than line 19, enter amount OVERPAID ▶	23		
24 Amount of line 23 to be REFUNDED TO YOU ▶	24		
25 Amount of line 23 to be credited on 1977 estimated tax ▶	25		

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign here ▶ Your signature Date

▶ Spouse's signature (if filing jointly, BOTH must sign even if only one had income)

▶ Student's Signature today's date

Preparer's signature (and employer's name, if any) Date

▶ Identifying number (see instructions) Address and ZIP code

E.I.# 430#1432H

☆ U.S. GOVERNMENT PRINTING OFFICE: 1976—O 218 207

Objective 9

Given an imaginary budget and a goal of saving a specified amount of money, the student must develop a budget plan that meets all of the requirements of the checklist below.

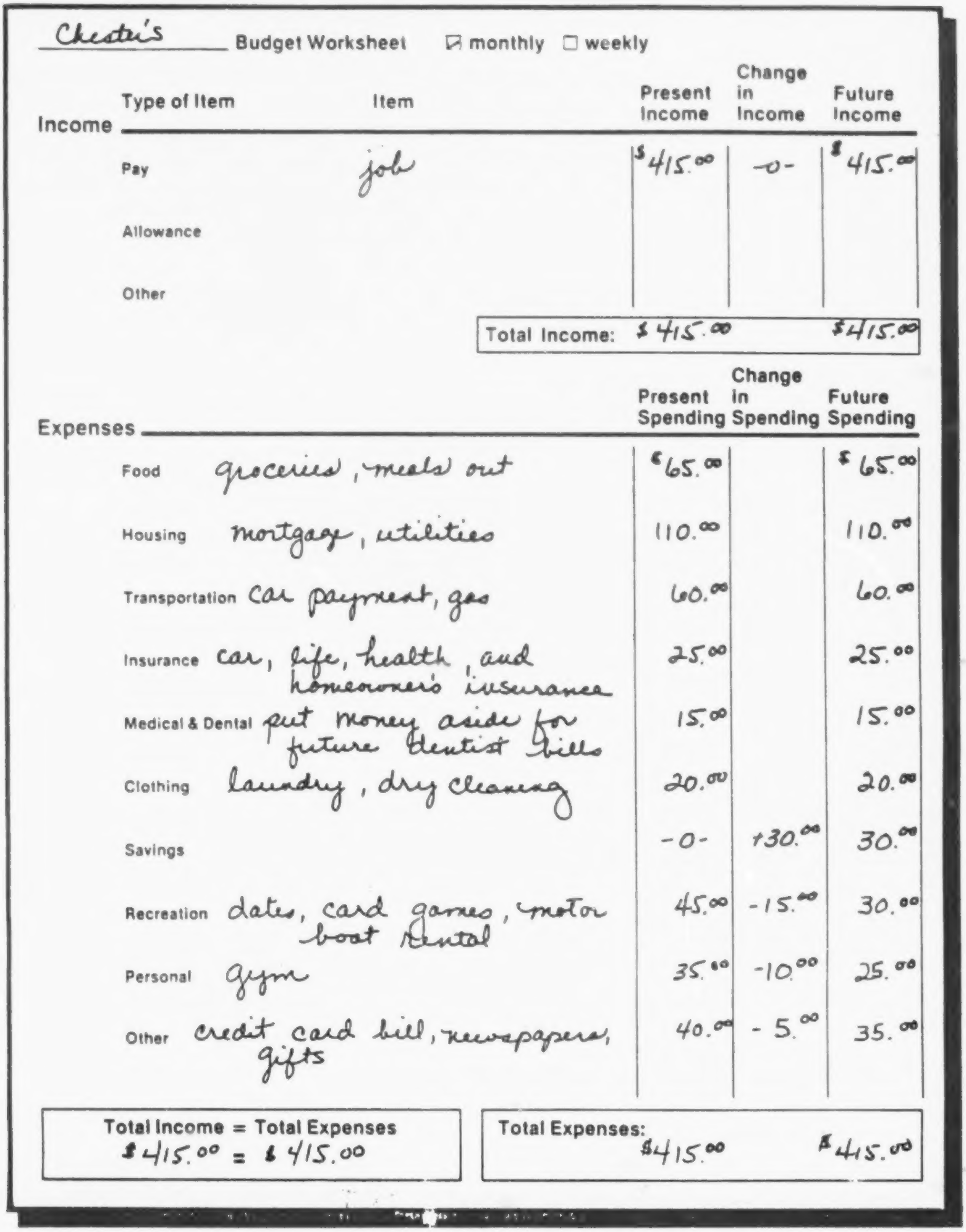
Performance Checklist

- Budget cuts were made from at least two types of items.
- The total amount changed is $30.
- Savings increased $30.
- Chester's budget balances at $415 per month (both income and expenses).

A sample budget is shown on the next page.

This budget represents a typical solution to Objective 9.

Completed Budget for Objective 9



Chester's Budget Worksheet ☑ monthly ☐ weekly

Income

Type of Item	Item	Present Income	Change in Income	Future Income
Pay	job	$415.00	-0-	$415.00
Allowance				
Other				
	Total Income:	$415.00		$415.00

Expenses

Type of Item	Item	Present Spending	Change in Spending	Future Spending
Food	groceries, meals out	$65.00		$65.00
Housing	mortgage, utilities	110.00		110.00
Transportation	car payment, gas	60.00		60.00
Insurance	car, life, health, and homeowner's insurance	25.00		25.00
Medical & Dental	put money aside for future dentist bills	15.00		15.00
Clothing	laundry, dry cleaning	20.00		20.00
Savings		-0-	+30.00	30.00
Recreation	dates, card games, motor boat rental	45.00	-15.00	30.00
Personal	gym	35.00	-10.00	25.00
Other	credit card bill, newspapers, gifts	40.00	- 5.00	35.00
	Total Expenses:	$415.00		$415.00

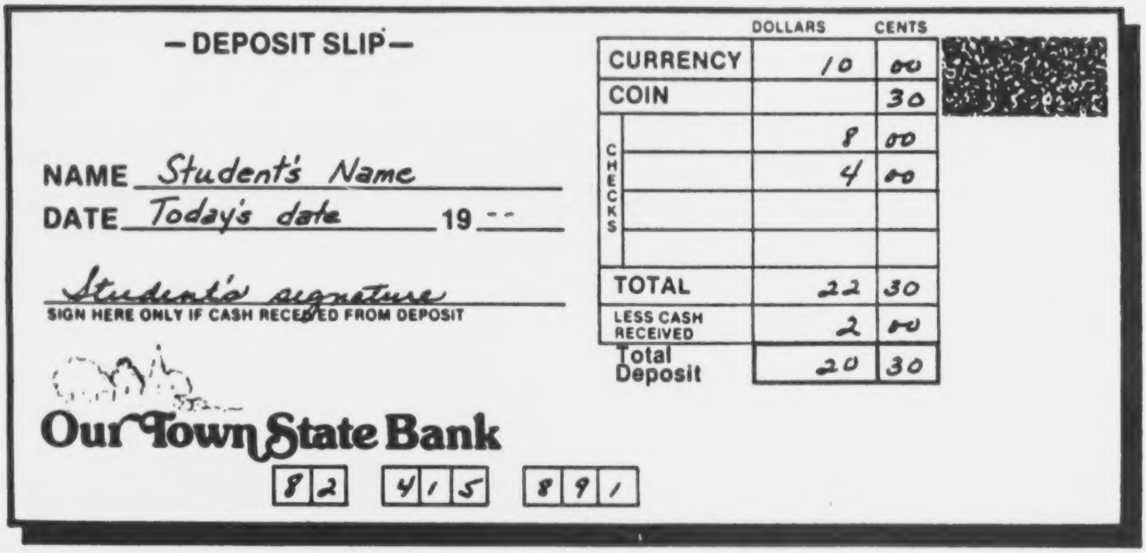
Total Income = Total Expenses
$415.00 = $415.00

Objective 13

Given the amount of two checks, currency, and coin, the student will complete a deposit slip with the information contained in the performance checklist.

Performance Checklist

- Your name on the correct line
- Today's date on the correct line
- Correct account number in the correct box
- Correct amount of currency (paper money)
- Correct amount of coins
- Correct check amounts, each listed separately
- Correct total of all money
- Correct amount for "less cash received"
- Correct total deposit
- Your signature on the correct line if cash is received



—DEPOSIT SLIP—

NAME Student's Name
DATE Today's date 19 --

Student's signature
SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

Our Town State Bank

8 2 | 4 1 5 | 8 9 1

		DOLLARS	CENTS
CURRENCY		10	00
COIN			30
CHECKS		8	00
		4	00
TOTAL		22	30
LESS CASH RECEIVED		2	00
Total Deposit		20	30

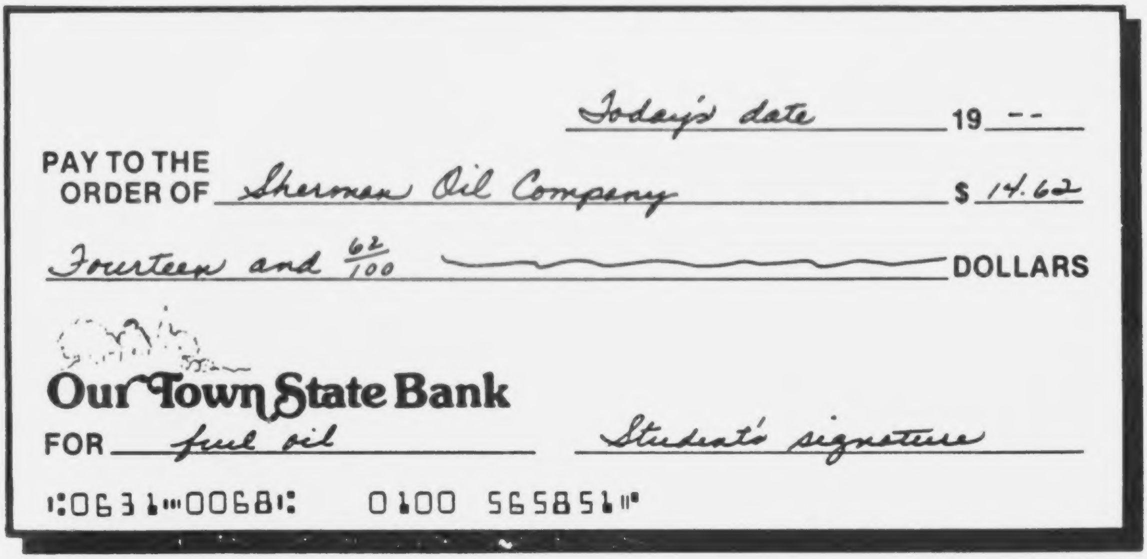
Completed Deposit Slip for Objective 13

Objective 14

When given the amount of the check and the name of the recipient, the student will write a check that meets the requirements of the performance checklist.

Performance Checklist

- Today's date on the correct line
- Check made out to the correct company on the correct line
- Correct amount of the check in numbers after $ ___________
- Correct amount of the check in words before ___________ Dollars
- Name signed, not printed



Today's date 19 --

PAY TO THE ORDER OF Sherman Oil Company $ 14.62

Fourteen and $\frac{62}{100}$ DOLLARS

Our Town State Bank

FOR fuel oil Student's signature

⑆0631⑈0068⑆ 0100 565851⑈

Completed Check for Objective 14

Objective 15

Given a checkbook, a bank statement, and a copy of the reconciliation form on the back of the bank statement, the student must balance the bank statement with the checkbook records so that the criteria in the checklist below are met.

Performance Checklist

- Write the service charge in the checkbook and subtract it from the balance.
- Place a mark (✓) after the service charge and every deposit and check that is shown on the bank statement.
- List and add up all outstanding deposits.
- List the number and amount of each outstanding check.
- Add up all outstanding checks.
- Write in the new balance.
- Add the new balance and the total of outstanding deposits.
- Write in the total of outstanding checks.
- Subtract outstanding checks from the sum of the new balance and outstanding deposits to obtain the correct adjusted bank balance.

BE SURE TO DEDUCT ANY PER CHECK CHARGES OR MAINTENANCE CHARGES THAT MAY APPLY

DATE		CHECK NUMBER	CHECKS ISSUED TO OR DEPOSIT RECEIVED FROM	AMOUNT OF DEPOSIT		✓	AMOUNT OF CHECK		BALANCE	
									102	00
3	4	32	FARMER'S MARKET			✓	10	00	92	00
3	11	33	FAST FOOD STORE			✓	5	00	87	00
3	12	–	INCOME TAX REFUND	20	00				107	00
3	14	34	PIZZA KING			✓	5	00	102	00
3	18	35	MAC'S SLACK SHACK				10	00	92	00
3	18	36	ROD'S GARAGE				20	00	72	00
3	19	–	SERVICE CHARGE			✓	2	00	70	00

Completed Checkbook for Objective 15

Completed Worksheet for Objective 15

TAKE THESE EASY STEPS TO BALANCE YOUR CHECKBOOK

A WRITE THE SERVICE CHARGE SHOWN ON THE BANK STATEMENT IN YOUR CHECKBOOK AND SUBTRACT IT FROM THE CURRENT BALANCE.

B PLACE A MARK (✓) IN YOUR CHECKBOOK BESIDE THE SERVICE CHARGE.

THEN PLACE A MARK (✓) IN YOUR CHECKBOOK BESIDE EVERY DEPOSIT AND CHECK THAT IS SHOWN ON THE BANK STATEMENT.

C ON THE BALANCING FORM BELOW, LIST THE AMOUNTS OF ALL OUTSTANDING DEPOSITS (DEPOSITS THAT DO *NOT* HAVE A MARK (✓) BESIDE THEM).

ADD UP ALL OF THE OUTSTANDING DEPOSITS AND PLACE THE TOTAL ON THE BALANCING FORM AFTER "LIST AND TOTAL ALL OUTSTANDING DEPOSITS."

D IN THE BOXES UNDER "CHECKS OUTSTANDING," LIST THE CHECK NUMBER AND THE AMOUNT OF ALL OUTSTANDING CHECKS (CHECKS THAT DO *NOT* HAVE A MARK (✓) BESIDE THEM).

ADD UP THE OUTSTANDING CHECKS AND PUT THE TOTAL IN THE BOX MARKED "TOTAL" AT THE BOTTOM OF THE COLUMN.

E FILL IN THE BALANCING FORM BELOW:

WRITE IN THE NEW BALANCE FROM THE STATEMENT.

LIST AND TOTAL THE OUTSTANDING DEPOSITS (STEP C ABOVE).

ADD TOGETHER THE NEW BALANCE AND THE TOTAL OF THE OUTSTANDING DEPOSITS. WRITE IN THAT AMOUNT.

WRITE IN THE TOTAL OF THE CHECKS OUTSTANDING.

SUBTRACT THE TOTAL OF THE CHECKS OUTSTANDING FROM THE TOTAL ABOVE IT (THE NEW BALANCE PLUS THE OUTSTANDING DEPOSITS). THIS IS THE ADJUSTED BANK BALANCE. THE ADJUSTED BANK BALANCE SHOULD BE THE SAME AS THE CURRENT BALANCE IN YOUR CHECKBOOK. IF IT IS NOT, GO BACK AND CHECK YOUR WORK.

CHECKS OUTSTANDING

CHECK NUMBER	AMOUNT	
35	10	00
36	20	00
TOTAL	30	00

BALANCING FORM

WRITE IN THE "NEW BALANCE" SHOWN ON THE FRONT OF THE STATEMENT	80	00
LIST AND TOTAL ALL OUTSTANDING DEPOSITS. WRITE THE TOTAL HERE	20	00
ADD THE TWO NUMBERS ABOVE (THE NEW BALANCE AND THE TOTAL OF THE OUTSTANDING DEPOSITS) WRITE IN THE SUM HERE	100	00
WRITE IN THE TOTAL CHECKS OUTSTANDING	30	00
SUBTRACT THE TOTAL CHECKS OUTSTANDING FROM THE NUMBER ABOVE IT (NEW BALANCE PLUS OUTSTANDING DEPOSITS) THIS IS THE ADJUSTED BANK BALANCE	70	00

Unit Test Answer Key and Objectives

The full statement of each knowledge objective is listed below. The objective describes the test question asked of the student, the correct answers, and the standard required for passing the objective. Since the objective includes the correct answers, the objectives also serve as the answer key. Both forms of the unit test use the same answer key.

This is an example of how a knowledge objective is used to score a unit test item.

EXAMPLE OF SCORING (Objective 12)

When asked to list three benefits of keeping a savings account, the student must list at least two of the following:

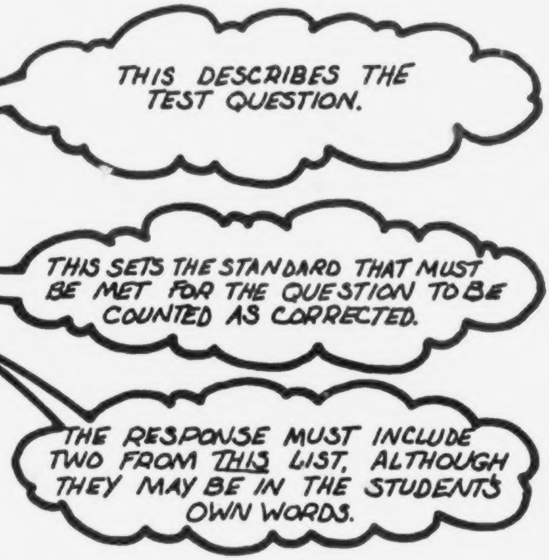
- makes interest money
- helps you save for the future
- money is safe in a savings account
- shows others you are careful with your money

If the student's response includes two from this list (the standard set in this particular objective) his/her answer is counted as correct, and s(he) gets one point for this question. If the student's response includes fewer than two from this list, his/her answer is incorrect, and s(he) gets zero points for this question.

What should be done if the student gives an answer that sounds reasonable, but is not on the approved list? In that case, decide whether that response should be added to the list of acceptable answers for your class. If so, *all* students' responses should be graded on the basis of the amended list.

The order for the test questions on the unit test is scrambled, but each is labeled with its objective number to make it easy to find the correct answer in this answer key.

If you change the instruction in a way that changes these correct answers, you should also change the answer key before scoring the tests. If you omit any objective from the instruction, be sure to delete the questions for that objective from the unit test.


THIS DESCRIBES THE TEST QUESTION.
THIS SETS THE STANDARD THAT MUST BE MET FOR THE QUESTION TO BE COUNTED AS CORRECTED.
THE RESPONSE MUST INCLUDE TWO FROM THIS LIST, ALTHOUGH THEY MAY BE IN THE STUDENT'S OWN WORDS.

Set the passing score for your students before administering the test. In field testing of all Employability Skills materials, the passing score on the unit test was set at 80 percent. For this unit, students had to answer eight out of ten questions correctly to receive a passing score of at least 80 percent. Each question was scored correct if the answer met the standard, and incorrect if it did not; no partial credit was given.

Objective 1

When asked to list three deductions that may be made from a paycheck, the student's list must include at least two of the following deductions:

- withholding (federal income) tax
- FICA (Social Security)
- health insurance
- union dues
- retirement plan
- credit union

Objective 2

Given a list of four types of fringe benefits and a list of their descriptions, the student will correctly identify the descriptions of at least three of the four benefits listed, as shown below.

_e_ 1. bonus
_d_ 2. sick pay
_c_ 3. health insurance
_f_ 4. workmen's compensation

Objective 3

When asked to list three services that taxes pay for, the student's list will contain at least two of the services below.

armed forces
bus service
courts
elections
fire fighters
foreign aid
highways
hospitals
national parks
police
prisons
research
schools
space exploration
state employment services
veterans benefits
welfare and food stamps

Objective 5

When asked to list five smart shopping rules, the student must list four of the following:

- Think ahead.
- Buy only what you need and will use.
- Compare prices.
- Compare quality.
- Compare quantity.
- Wait for sales.
- Look for guarantees.
- Beware of credit buying.

Objective 6

When asked to list four dangers of credit buying, the student must list at least three of the following:

- It costs more to buy on credit.
- Credit discourages shopping around.
- Credit makes it easy to spend too much.
- You will get into trouble if you don't pay your bills on time.

Objective 7

When asked to list three things that may happen if credit payments are missed, the student must list at least two of the following:

- You may lose the item that you purchased.
- You may lose some or all of the money you paid in.
- You may get a bad credit rating.
- You may have to pay a late charge.
- You may be taken to court.

Objective 8

When asked to list three reasons for keeping a personal budget, the student's list must include at least two of the following reasons:

- To tell you where your money is going
- To help you plan how to live on your pay
- To give you records to use in filling out your tax forms
- To help you save money for unexpected expenses
- To help you plan for large purchases without borrowing

Objective 10

Given a list of five types of insurance and a list of their descriptions, the student must correctly identify the descriptions of at least three of the five types of insurance listed, as shown below.

_c_ 1. life insurance
_a_ 2. health insurance
_e_ 3. homeowner's insurance
_d_ 4. automobile collision insurance
_f_ 5. automobile liability insurance

Objective 11

Given a list of six loan sources, the student must correctly identify at least two sources that charge high interest rates and two sources that charge low interest rates, as indicated below.

low 1. bank
high 2. pawnshops
low 3. credit unions
high 4. loan companies
high 5. mail order loans
low 6. borrowing on life insurance policies

Objective 12

When asked to list three benefits of keeping a savings account, the student must list at least two of the following:

- Your savings account makes interest money for you.
- Your savings account can help you save for the future.
- Your money is safe in a savings account.
- A savings account shows others that you are careful with your money.

Unit Test: Form A

(Employability Skills: Personal Finances)

Name ____________________

Date ____________________

Fill in the blanks.

1. *(Objective 2)* Match each fringe benefit with its definition (meaning) by placing the letter of the correct definition in the blank next to the fringe benefit.

____ 1. bonus	a. This gives you time off with pay.
____ 2. sick pay	b. This will pay you if you lose your job.
____ 3. health insurance	c. This will help you pay your doctor bills.
____ 4. workmen's compensation	d. This gives you time off for sickness, with pay.
	e. This could be an extra check at Christmas.
	f. This gives you cash payments and medical care if you are hurt on the job.

2. *(Objective 8)* List three reasons for keeping a personal budget.

1. ____________________

2. ____________________

3. ____________________

3. *(Objective 11)* Below is a list of loan sources (ways or places you can borrow money). Write *high* in the blank next to the sources that charge high interest rates. Write *low* in the blank next to the sources that charge low interest rates.

________ 1. banks
________ 2. pawnshops
________ 3. credit unions
________ 4. loan companies
________ 5. mail order loans
________ 6. borrowing on life insurance policies

4. *(Objective 5)* Ted spent a long time planning his budget. List five smart shopping rules that may help him live within his budget.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

5. *(Objective 1)* List three deductions that may be taken out of your paycheck.

1. ____________________

2. ____________________

3. ____________________

6. *(Objective 6)* List the four dangers of buying on credit.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

7. *(Objective 3)* List three services that the federal government spends your tax money on.

1. __________ 2. __________ 3. __________

8. *(Objective 7)* Lena is buying a car. What are three things that could happen if she does not make her car payments on time?

1. ______________________________

2. ______________________________

3. ______________________________

9. *(Objective 10)* Match each type of insurance with its description (meaning) by placing the letter of the correct description in the blank in front of the type of insurance.

____ 1. life insurance
____ 2. health insurance
____ 3. homeowner's insurance
____ 4. automobile collision insurance
____ 5. automobile liability insurance

a. Pays part of your medical bills
b. Pays your salary if you lose your job
c. Provides money for your family when you die
d. Pays for damage to your car if you have an accident
e. Pays for new furniture if your house burns down
f. Pays for injuries to people who are hurt by your car
g. Pays you if your car is stolen or broken into

10. *(Objective 12)* Joe is trying to decide if he wants to put his money in a savings account. Give three reasons for keeping a savings account that you could tell Joe.

1. ______________________________

2. ______________________________

3. ______________________________

Instructor Record Sheet: Personal Finances

Each student should be allowed at least three attempts to pass the performance test on each objective. The **Performance Test Answer Key** is on page 30.
Each student should be allowed at least two attempts to pass the unit test upon completing the unit. The **Unit Test Answer Key** is on page 38.
This covers the knowledge objectives: 1, 2, 3, 5, 6, 7, 8, 10, 11, and 12.

Suggested System for Recording:
Place a 0 under each try not satisfactorily completed by the student.
Place a 1 under each try satisfactorily completed by the student.
If a student passes an objective in fewer than three attempts, leave the remaining columns under that objective blank.

KNOWLEDGE OBJECTIVES

	PRETEST	POSTTEST	
	UNIT TEST Form A	UNIT TEST Form B	Form A
Student Name	Only Try	1st Try	2nd Try

PERFORMANCE OBJECTIVES

PERFORMANCE TESTS														
OBJ. 4 (p. 64) Filing Income Tax			OBJ. 9 (p. 105) Balancing a Budget			OBJ. 13 (p. 137) Filling Out a Deposit Slip			OBJ. 14 (p. 147) Writing a Check			OBJ. 15 (p. 169) Balancing a Checkbook		
1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try

Summary of Requirements for Completing the Unit. The student has completed the unit when s(he) has:
1. made a passing score on the posttest (unit test) **AND**
2. passed the performance test for every performance objective.

Item 11 F.

Trainee Performance Report (TPR)

CITY OF BALTIMORE
1797

I. 1 (1) (2) Social Security No (11) Name (last name first)

(29) Component Id

Program Name (38) Cycle (41) Tract

Period Covered: (43) Mo (45) Yr TO (47) Mo (49) Yr Program Week: (51)

II. Using the scale provided please describe the trainee according to the following items by circling a number:

THE TRAINEE:	Always	Almost Always	Usually	Sometimes	Rarely	Never	Doesn't Apply	
1. Attends training/work when scheduled	6	5	4	3	2	1	9	(54)
2. Gets along with the other trainees/workers	6	5	4	3	2	1	9	(55)
3. Communicates well verbally	6	5	4	3	2	1	9	(56)
4. Arrives late	1	2	3	4	5	6	9	(57)
5. Displays expected levels of competence	6	5	4	3	2	1	9	(58)
6. Can be relied upon to complete work assigned to best of his/her ability	6	5	4	3	2	1	9	(59)
7. Has a positive attitude	6	5	4	3	2	1	9	(60)
8. Cooperates with instructors/supervisors	6	5	4	3	2	1	9	(61)
9. Displays initiative when appropriate	6	5	4	3	2	1	9	(62)
10. Has difficulty grasping new ideas and procedures	1	2	3	4	5	6	9	(63)
11. Accepts constructive criticism	6	5	4	3	2	1	9	(64)
12. Listens to and follows directions accurately	6	5	4	3	2	1	9	(65)
13. Demonstrates interest/motivation	6	5	4	3	2	1	9	(66)
14. Contacts instructor/supervisor when absent or late	6	5	4	3	2	1	9	(67)
15. Uses time efficiently	6	5	4	3	2	1	9	(68)

III. Assuming that you were a department supervisor and had an open position, would you recommend this person for an entry level job in your department? (Circle a number.) (69)

5- Definitely yes 4- Probably yes 3- Uncertain 2- Probably no 1- Definitely no

Trainee Performance Report (TPR) page 2 2 (1) ☐☐☐☐☐☐☐☐☐ (2) Social Security No

IV. Section IV A and B to be filled out by all trainers/supervisors completing TPRs.

A. From the ability and skill areas listed below, please choose the three most important for success in the occupation in which the trainee is now working or training. Number those three in order of importance.

____	Ability to read material required by the job/training	____	Physical ability to perform tasks	☐	(11)
____	Ability to do written assignments required by the job/training	____	Technical knowledge (understanding of the tools, materials, and applications of the table)	☐	(12)
____	Ability to do math required by the job/training	____	Technical skill (ability to use equipment for proper results)	☐	(13)
____	Mechanical inclination or manual dexterity	____	Other: ____________________		
____	Communication/human relations skills				

B. For each of the three ability and skill areas selected above please rate the trainee's present level of performance compared to where s/he should be at this point in time.

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Below Standards	Far Below Standards	
Area #1	5	4	3	2	1	(14)
Area #2	5	4	3	2	1	(15)
Area #3	5	4	3	2	1	(16)

V. Please give the trainee an OVERALL RATING by circling a number below:

5- Excellent 4- Very-Good 3- Good 2- Marginal 1- Unsatisfactory (17)

VI. Are there any special circumstances that contribute to any of the above ratings? If yes, please use reverse side to explain. 1- Yes 2- No (18)

____________________ Signature of Trainee

____________________ Signature of Trainer/Supervisor

Date ☐☐☐☐☐☐ (19)

*Worksite Name: ______________________________ *Position: ____________________

*Duties: ____

● If completion or early separation, was client placed? 1-Yes 2-No 3-Pending (25)

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

VII. FOR OFFICE USE ONLY ☐☐☐☐ (26) Code ☐☐☐☐ (30) SCC ☐☐ (34)

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
(26) (64)

Item 11 G.

GENESEE/SHIAWASSEE SDA

Youth Competencies

PARTICIPANT EVALUATION FOR WORK MATURITY SKILLS

Participant's Name ____________________ Supervisor's Name ____________________

Worksite ____________________ Date ____________________

The participant must be rated an excellent or satisfactory in all nine categories on the final evaluation to be certified as competent. The rating scale to be used is:

Rating Code:
1. = Excellent 2. = Satisfactory 3. = Needs Improvement 4. = Unsatisfactory

Work Maturity Area	Performance Measure	Rating
1. Attendance	Has not had more than 3 excused absences during the final six (6) weeks of work unless extenuating circumstances were present and documented.	1 2 3 4
2. Punctuality	Has not exceeded a total of 5 minutes late in each 5 day work period during the last 6 weeks. Followed the proper procedure for notifying the supervisor when lateness is anticipated.	1 2 3 4
3. Grooming/Hygiene	Demonstrated good grooming and hygiene and dressed appropriately for job.	1 2 3 4
4. Following Instructions	Completed work assignments as instructed and within time frame given.	1 2 3 4
5. Quality of Work	Performed work assignments in a qualitative manner which met the supervisor's requirements.	1 2 3 4
6. Work Quantity	Performed work assignments in a quantitative manner which met the supervisor's requirements.	1 2 3 4
7. Dependability	Demonstrated the ability to follow directions, complete work on time as instructed without close supervision.	1 2 3 4
8. Work Relationships	Given work assignments, demonstrated ability to complete assignments in instances where cooperation with others was required.	1 2 3 4

9. Personal Behavior Exhibited appropriate and acceptable behavior. 1 2 3 4

COMMENTS: ______________________________

____

____

____

____

____

In the event that the participant does not rate at least a satisfactory rating in all nine categories on the final evaluation, yet the employer/trainer feels that the participant deserves an overall rating of satisfactory, that participant may be certified as competent as long as a written explanation is attached to the final evaluation, and the counselor concurs.

______________________________ Participant's Signature - Date

______________________________ Employer - Supervisor - Date

Item 11 H.

Unit II
Session 2

TAKING CHARGE

"Succeeding In The Labor Market"

Appearance Evaluation of Participant

Enrollees Name ______________________ Supervisors Name ______________

Job Site ______________________ Date ______________

1. Cleanliness - Body and Hair

	Poor			Unsatisfactory				Meets Requirements				Very Good		Exceptional		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Comments: ____

____

2. Grooming - Hair, make-up, nails, etc.

	Unappropriate			Needs Improvement				Meets Requirements				Appropriate		Exceptional		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Comments: ____

____

3. Dress

	Unappropriate			Needs Improvement				Meets Requirements				Appropriate		Exceptional		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Comments: ____

____

4. Condition of Clothes

	Sloppy			Needs Improvement				Meets Requirements				Clean and Neatly Pressed			Outstanding	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Comments: ____

____

5. Posture

	Poor			Unsatisfactory				Meets Requirements				Energetic		Alive and Healthy		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Comments: ____

6. Overall Image

	Poor			Unsatisfactory				Meets Requirements				Very Good		Outstanding		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Comments:

What area(s) do you believe the participant most needs to make improvement?

Additional comments:

Item 11 I.

NORTH CAROLINA
COMPETENCY-BASED EMPLOYABILITY SKILLS CURRICULUM GUIDE

1983
Issued By
Vocational Development
Division of Vocational Education
State Department of Public Instruction
Raleigh, North Carolina 27611

Dr. A. Craig Phillips, State Superintendent
Mr. George A. Kahdy, Assistant State Superintendent, Instructional Services
Dr. Clifton B. Belcher, Director, Division of Vocational Education
Mrs. Juanita W. Taylor, Chief Consultant, Vocational Development

VEC-Voc. Dev. CG - 0002
VEC-Voc. Dev. C/TIB - 0002

USING THE CURRICULUM

The curriculum material was developed to be used as a resource guide in planning and teaching the Competency-Based Employability Skills course at the middle through senior high school level. The guide is developed to implement units of instruction for varying lengths of time. The guide should be used very discreetly by instructors for students who have had their needs assessed to identify appropriate competencies. A pre-test using the test items found in the Competency/Test Item Bank may be administered to students to determine their needed competencies. Units are planned to be offered as a separate course for units of credit, as units of instruction by counselors, as an addition or supplement to a discipline, or to be integrated within a discipline.

In order to follow the sequential implementation process of course offerings to students within each individual school, a user's guide (chart) has been prepared. A level has been suggested for units offered sequentially by grades.

The guide contains the following sections:

I. THE COMPETENCY LISTING

The competency listing includes the identified competencies to be developed by students who participate in the Competency-Based Employability Skills Program. In order to cross reference the competencies with those taught in the vocational program areas, a listing by program area is provided. Students who have been enrolled in these vocational courses that indicate identified competencies are taught should be administered pre-tests to determine their proficiency level. If the student's proficiency level does not meet prescribed minimum standards, it is recommended that the student work through activities for the competency until the minimum proficiency standard is met.

II. THE CONTENT OUTLINE

The content outline is arranged into five units with identified competencies, objectives, suggested learning experiences, and resources to use in developing and teaching the course within a suggested grade level.

Unit A Self-Awareness and Appraisal *Grades 7-9 Suggested

There are two identified competencies, ten objectives, suggested learning experiences, and a list of resources to use in teaching the unit.

Unit B Career Decision-Making *Grades 9-10 Suggested

There is one identified competency, ten objectives, suggested learning experiences, and a list of resources to use in teaching the unit.

Unit C Preparation for Employment *Grades 10-12 Suggested

Included in this unit are six competencies, forty-three objectives, suggested learning experiences, and a list of resources to use in teaching the unit.

Unit D Workers' Rights and Responsibilities *Grades 10-12 Suggested

This unit includes seven competencies, twenty objectives, suggested learning experiences, and a list of resources to use in teaching the unit.

Unit E Success in the Job Market *Grades 10-12 Suggested

There are five competencies, fourteen objectives, suggested learning experiences, and a list of resources to use in teaching the unit.

*NOTE: These grades are suggested when offered in a sequential course pattern. When a course pattern is not offered, the grade level should be disregarded. Competencies should then be taught as preassessed needs, including unique experiences and interests, indicate without regard to grade.

III. RESOURCES

Resources are listed as textbooks, curriculum guides, microcomputer software, and other miscellaneous materials. The list includes reference books and curriculum guides from other states. Resources used as part of the suggested learning content area are listed by alphabets A through KK. The alphabet plus page numbers are shown in the resource column of the content outline. Resources are not necessarily limited to those listed in this guide. Those resources listed are but a few of the ones that could be used wisely.

IV. APPENDIX

The appendix consists of activity sheets that can be used by students to reinforce specific objectives. These sheets are to be a part of the planned instructional program. Many of the activity sheets were developed for student use in the following states: Illinois, Kentucky, Maryland, and New York.

V. COMPETENCY TEST-ITEM BANK

The Competency Test-Item Bank consists of the competency listing, a table of specifications for course tests and a minimum of three test items for each objective. Test items were developed by vocational development coordinators who were members of the Curriculum Task Force. Keys for test items are, also, included.

Teachers may use the test items to construct their own pre- or post-tests or use them for developing unit tests to evaluate students' performance in the mastery of the competencies.

Competency-Based Employability Skills Record Sheet

(To Be Compiled by Counselor)

Counselor's Name ______________________

Name of Instructor	Position - Subject	Student Grade Level	No. of Students	Competencies Attempted by Numbers	Group Mastery by Percent	Date Began	Date Ended	Evaluation Comment

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Vocational Guidance

Competency Based Employability Skills

COMPETENCY STATEMENT	*	

A. Self-Awareness and Appraisal

001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.

- 01. Analyze the effect individual interests have on career choice.
- 02. Identify the importance of determining personal strengths and weaknesses.
- 03. Analyze the influence personality traits have on career patterns.
- 04. Interpret the effects values have on work patterns.
- 05. Analyze the influence aptitudes have on varied careers.

002. Analyze the influence of individual development on behavior.

- 01. Discuss the influences that impact on self-concept.
- 02. Examine the effects of self-concept on behavior.
- 03. Examine factors that indicate a self-assured person.
- 04. Examine the effect self-concept has on job choice.
- 05. Discuss the influence self-concept has on job success.

B. Career Decision-Making

003. Demonstrate methods of career decision-making.

- 01. Identify factors that influence career decision-making.
- 02. Discuss the importance of establishing short and long term career goals.
- 03. Justify the need to formulate an educational/career plan.
- 04. Examine educational opportunities provided in postsecondary training.
- 05. Explore varied media for needed career information.
- 06. Engage in the problem solving process as it applies to career decision-making.
- 07. Investigate a variety of occupations.
- 08. Examine nontraditional job opportunities.
- 09. Research new and emerging careers and the factors that influence change.
- 10. Analyze the need to develop alternative career goals.

C. Preparation for Employment

004. Analyze types of forms, materials, certificates, and other credentials needed for employment.

- 01. Identify documents that may be needed to secure employment.
- 02. 1. Discuss the procedure for securing a work permit.
  - 2. Practice the procedure for securing a work permit.
- 03. 1. Examine the procedure for obtaining a social security card.
  - 2. Demonstrate the process for obtaining a social security card.
- 04. Discuss the process for obtaining a birth certificate.
- 05. Analyze the importance of having reliable transportation.
- 06. Examine the effect of having a driver's license.
- 07. Discuss the influence of education on job choice.
- 08. Examine the need for references during the job seeking process.

005. Analyze the function and content of resumes.

- 01. Analyze the purposes and uses of resumes.
- 02. Identify information that may appear on a resume
- 03. Compare resume formats for varied situations
- 04. 1. Describe the characteristics of a good resume.
  - 2. Practice methods of preparing resumes.
- 05. Interpret the influence of a prepared resume on the job seeking process.

*Refer to Cross References

CROSS REFERENCES

Vocational Guidance

Competency Based Employability Skills

Business and Office Education

COMPETENCY STATEMENT	6008	6010	6111	6112	6222	6223	6311	6312	6342	6412	6612	6623	6723
A. Self-Awareness and Appraisal													
001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.													
01. Analyze the effect individual interests have on career choice.	X	X			X						X		
02. Identify the importance of determining personal strengths and weaknesses.	X	X			X						X		
03. Analyze the influence personality traits have on career patterns.	X	X			X						X		
04. Interpret the effects values have on work patterns.	X	X			X						X		
05. Analyze the influence aptitudes have on varied careers.	X	X			X						X		
002. Analyze the influence of individual development on behavior.													
01. Discuss the influences that impact on self-concept.													
02. Examine the effects of self-concept on behavior.													
03. Examine factors that indicate a self-assured person.													
04. Examine the effect self-concept has on job choice.													
05. Discuss the influence self-concept has on job success.													
B. Career Decision-Making													
003. Demonstrate methods of career decision-making.													
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05. Explore varied media for needed career information.													
06. Engage in the problem solving process as it applies to career decision-making.													
07. Investigate a variety of occupations.													
08. Examine nontraditional job opportunities.													
09. Research new and emerging careers and the factors that influence change.													
10. Analyze the need to develop alternative career goals.													
C. Preparation for Employment													
004. Analyze types of forms, materials, certificates, and other credentials needed for employment.													
01. Identify documents that may be needed to secure employment.		X		X							X		
02. 1. Discuss the procedure for securing a work permit.		X		X							X		
2. Practice the procedure for securing a work permit.		X		X							X		
03. 1. Examine the procedure for obtaining a social security card.		X		X							X		
2. Demonstrate the process for obtaining a social security card.		X		X							X		
04. Discuss the process for obtaining a birth certificate.													
05. Analyze the importance of having reliable transportation.													
06. Examine the effect of having a driver's license.													
07. Discuss the influence of education on job choice.		X		X							X		
08. Examine the need for references during the job seeking process.		X		X							X		
005. Analyze the function and content of resumes.													
01. Analyze the purposes and uses of resumes.			X	X		X				X	X		
02. Identify information that may appear on a resume.			X	X		X				X	X		
03. Compare resume formats for varied situations.			X	X		X				X	X		
04. 1. Describe the characteristics of a good resume.			X	X		X				X	X		
2. Practice methods of preparing resumes.			X	X		X				X	X		
05. Interpret the influence of a prepared resume on the job seeking process.			X	X		X				X	X		

CONTENT OUTLINE
AND
UNITS OF INSTRUCTION

COURSE: [illegible]

UNIT TITLE: Self Awareness and Appraisal **UNIT LENGTH:**

COMPETENCY: 001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

001- 01 analyze the effects individual interests have on career choice.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Types of individual interests -Preference for working with people -Preference for working with information -Preference for working with objects Steps toward interest development -Awareness of personal resources .Abilities .Knowledge .Time .Energy -Awareness of physical resources .Money .Possessions -Awareness of the role of self-discipline -Awareness of personal limitations Linking of interests to career possibilities -Coordinating interests and aptitudes -Exploring new interests -Maintaining career flexibility -Developing abilities and interests through training	1. Have students select from a list of job requirements to determine their individual interests. (V-Module ES-1, Instruction Sheet I). 2. Post a list of job characteristics on a bulletin board. (V-Module ES-1, Instruction Sheet II). Have students analyze their personal work preferences in relation to the job characteristics of work they think they would like. Draw conclusions. 3. Give students a list of hobbies and personal interests. Have them check those that apply and write conclusions that relate those interests to the type of work they might enjoy doing. (O. p. 10). 4. Have students list 10 things they really love to do and relate each to a career or job they might choose. 5. Have students do exercises: p.66 (B. Student Workbook). pp.76-77 (C. Student Workbook). 6. Show filmstrip "Examining Your Interests" and discuss ways of identifying interests and relating them to career goals. (D. p.117). 7. Provide an interest inventory to help students evaluate their interests and to relate those interests to potential careers. (O. p.52).	A: pp.8-11 D: pp.132-149 A: pp.21-24 B: p.134 D: pp.114-131 Interest Inventories: -Picture Interest Survey (P.I.E.S.) -CASE Career Assessment Survey Exploration -Survey of Occupational Interests and Aptitudes (S.O.I.A.) -Holland Self-Directed Search -Hall Occupational Inventory -Harrington-O'Shea Systems of Career Decision-making -Strong-Campbell Interest Inventory

COURSE: Competency-Based Employability Skills

UNIT TITLE: Self Awareness and Appraisal

UNIT LENGTH:

COMPETENCY: 001. Analyze the influence of personal interests and abilities on the choice of employment opportunities	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

001- 02 identify the importance of determining personal strengths and weaknesses.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Recognition of personal strengths and weaknesses -Verbal feedback -Non-verbal feedback -Performance reviews -Self-assessment Changing weaknesses into strengths -Identify areas to change -Be willing to change -Formulate a plan to change .Devise self-help clues .Remove barriers to success .Substitute positive thoughts for negative .Set reachable goals .Realize change takes time .Reward yourself for changing Value of changing weaknesses into strengths -Improved self-concept -Improved interpersonal relationships -Preparation for future job -Preparation for career change	1. Have students complete "Self-Inventory Worksheet" and relate what they learned from this exercise to careers they are personally considering. (R: III-20). 2. Have students complete "Who Am I?" worksheet. Ask them to strategize ways to turn weaknesses into strengths. (R: III-18 and III-21). 3. Give students a list of characteristics many people would like to change about themselves. Have them check areas that apply and add others. Have them write a plan of action to bring about change. 4. Have students do a self-evaluation exercise (Example: I: pocket 2). 5. Have students write a paragraph which explains the importance of choosing work that suits an individual's strengths. Have them describe a situation in which a person's weaknesses could be problematic in certain employment settings. 6. Give students exercises to increase awareness of changing weaknesses to strengths. (A: Student Workbook pp.7-8).	A: pp.30-33 I: pocket 2

COURSE: Competency-Based Employability Skills [illegible]

UNIT TITLE: Self Awareness and Appraisal **UNIT LENGTH:**

COMPETENCY: 001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.	**COMPETENCY-BASED TEST ITEMS**

INSTRUCTIONAL OBJECTIVES: The student will

001- 03 analyze the influence personality traits have on career patterns.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Positive Personality Traits -Empathy -Good decision-making ability -Good manners -Dependability -Enthusiasm .Desire to succeed -Friendliness -Good self-care .Health .Appearance -Honesty -Initiative -Loyalty -Self-control -Sense of humor -Tact -Humility -Cooperation -Flexibility -Patience -Consistency -Efficiency -Creativity -Individuality -Self-sufficiency -Self-discipline	1. Define a trait - A trait is a distinguishing mark of one's personality. 2. Write each personality trait on a small slip of paper. Have students draw one from a "hat". Have students give a concrete example linking the trait to a specific work situation. Have them predict the future of a person expressing this trait. 3. Have class brainstorm to complete these sentences: "Someone with a good personality is ____." "A worker with a good personality is ____." Compare the two lists. Ask students if the same qualities apply to both sentences and how. 4. Have students complete exercises: p. 79 (B: student workbook). pp. 95-99 (C: student workbook).	C: pp.73-78 B: pp. 138-145

UNIT TITLE: Self Awareness and Appraisal

UNIT LENGTH:

COMPETENCY: 001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

001- 04 interpret the effects values have on work patterns.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Values -Give direction to life and work -Facilitate personal growth -Develop over time and with experience Effects of values -On time management -On energy management -On accumulation of material goods -On decision-making .At home .At work -On lifestyle -On attitude -On relationships with co-workers -On career choice .Desire for money .Desire for interesting work .Desire for career advancement .Desire for job security -On job satisfaction .Independence .Co-worker relationships .Creative possibilities .Supervisory capacity .Work atmosphere -On goals .For career .For self as a worker	1. Enable students to relate their values to work patterns by having them complete exercises: pp. 19-24 (A: student workbook) pp. 67-77 (B: student workbook) pp. 66-74 (C: student workbook) 2. Have students read about values (B: pp. 132-133). 3. Provide activities to have students determine values they have in relation to work. Have them make a chart listing those values on the left and occupations of interest to them along the top. Have them complete the chart by relating specific occupations to their work values. Draw conclusions. (I: pocket 4).	A: pp.36-42 C: p.86 J: Understanding Self-p.1 A: pp.66-69 Super's Work Values Inventory

COURSE: [illegible]

UNIT TITLE: Self Awareness and Appraisal **UNIT LENGTH:**

COMPETENCY: 001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

001- 05 analyze the influence aptitudes have on varied careers.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Aptitude -Definition -Effects .On skill development .On training and education .On job ability	1. Enable students to take an aptitude test such as the General Aptitude Test Battery (GATB) or APTICOM, DAT, or ASVAB. Evaluate results and discuss, or 2. Give general aptitude tests that ask students to rate themselves in such areas as mechanical, artistic, scientific abilities.	A: pp.17-18, 78-83 C: p. 87 D: pp.194-223
Types of abilities -Verbal -Spacial relationships -Mathematical -Mechanical -Body functional -Social -Mental -Personal relationships	3. Have students search through career references to discover careers for which they may be suited based on the testing. 4. Have students read to increase awareness of their aptitudes. (D: pp.206-220).	D: p.11
Determining aptitudes -Records of school performance -Feedback from others -Practical experiences -Testing	5. Have students complete the exercises which relate physical abilities to careers. (A: student workbook, pp.3-4) 6. Give students exercises to enable them to recognize aptitudes and relate them to career interests: (A: student workbook, pp.11-16, 39-40) (B: student workbook, p. 78) (C: student workbook, pp.78-94). 7. Show filmstrip "What are Aptitudes?" and filmstrip "Learning about Aptitudes" (D: pp. 197-199).	

COMPETENCY 001: Analyze the influence of personal interests and abilities on the choice of employment opportunities.

OBJECTIVE 001-01: The student will analyze the effect individual interests have on career choice.

TEST ITEM 001-01-01

INSTRUCTIONS TO STUDENTS: Select the correct response by placing the letter in the blank to the left of the statement.

____1. Many factors have a direct influence on one's career choice. From the statements provided, select the factor that should have the least influence on one's career choice.

a. Awareness of likes, dislikes and hobbies.
b. Awareness of one's skills and aptitudes.
c. Awareness of others' opinions of you.

____2. One needs to discover his/her interests before making a career choice. One statement below is not a true one. Identify the INCORRECT response.

a. Interest inventories will indicate things with which you are not necessarily familiar.
b. Measurements and inventories are a way of finding out about things without actually experiencing the work or task.
c. You automatically know what you find interesting.
d. Counselors can help you discover your interests.

____3. One needs to understand the importance of interests in career decision-making. Identify the INCORRECT response.

a. Interests need to be identified, explored and evaluated.
b. Interests should be ranked in order of priorities.
c. Interests that develop abilities which could lead to job satisfaction should receive strong consideration.
d. Interests should be determined by the job that pays the most.

TEST ITEM 001-01-02

INSTRUCTIONS TO STUDENTS: Read the following statements and mark "C" if the statement is correct and "I" if the statement is incorrect. After completing the answers, rewrite those statements marked incorrect on your answer sheet so that they will become correct ones.

Some individuals are unable to choose a successful career because they lack ____________________.

____1. Curosity about themselves.

____2. Confidence in themselves.

____3. Knowledge about careers.

____4. Knowledge of the relationship interests have on career choice.

____5. Money to pursue the exploration of many varied occupations.

TEST ITEM 001-01-03

INSTRUCTIONS TO STUDENTS: Place in the blanks on the left, the letters of the correct response listed in the grouping on the right of the sheet.

Individuals who are hired in jobs that they find interesting usually

____1.

____2.

____3.

a. Perform better
b. Make more money
c. Have fewer absentees
d. Enjoy the job
e. Occupy administrative positions

COMPETENCY 001: Analyze the influence of personal interests and abilities on the choice of employment opportunities.

OBJECTIVE 001-02: The student will identify the importance of determining personal strengths and weaknesses.

TEST ITEM 001-02-01

INSTRUCTIONS TO TEACHER: Assemble appropriate magazines, scissors, poster paper and glue.

INSTRUCTIONS TO STUDENTS: From the magazines given, make a collage which expresses your thoughts about your career.

TEST ITEM 001-02-02

INSTRUCTIONS TO STUDENTS: Place a "C" in the blank to the left of each phrase that can be used to determine personal strengths and weaknesses and an "I" to the left of those that cannot be used.

_____1. Spare time activities and/or hobbies

_____2. Best school subject

_____3. Subjects studied

_____4. Achievements and awards

_____5. Peer group reputation

_____6. Community activities

_____7. Sports and/or games

_____8. Club activities

_____9. Household tasks

____10. Interpersonal relationships

TEST ITEM 001-02-03

INSTRUCTIONS TO STUDENTS: Explain the following statement:

"You have to know your strengths and weaknesses before you can decide what you will do with your life."

COMPETENCY 001: Analyze the influence of personal interests and abilities on the choice of employment opportunities.

OBJECTIVE 001-03: The student will analyze the influence personality traits have on career patterns.

TEST ITEM 001-03-01

INSTRUCTIONS TO STUDENTS: Read the following statements and mark "C" if the statement is correct and "I" if the statement is incorrect. When you have completed the answers, rewrite those statements marked incorrect on the back of your answer sheet so that they will become correct ones.

_____1. People who like working with machines and tools may like realistic or hands-on activities.

_____2. People who enjoy helping others usually choose careers dealing with people.

_____3. People who are motivated to explore and discover the unknown usually choose careers from the fine arts, as: singing, dancing, or acting.

TEST ITEM 001-03-02

INSTRUCTIONS TO STUDENTS: Identify the following career patterns by filling in the correct answer provided to the left of the statement.

_____1. Enjoys working with people

_____2. Has an inquiring mind; likes to explore and solve problems

_____3. Has finger dexterity; likes things in an orderly fashion

_____4. Likes the company of others

a. Investigative
b. Clerical
c. Social

TEST ITEM 001-03-03

INSTRUCTIONS TO STUDENTS: On a scale of 1- 5 rate the degree of job success the following personality traits would earn. Five represents the highest degree of success.

_____A. Responsibility - Fairly able to complete assigned tasks on time; usually capable of assuming responsible tasks and of carrying it to completion.

_____B. Leadership - Gives of self rather than demanding others to assume leadership role; modest and gracious; able to stimulate action in others.

_____C. Temper Control - Easily upset; frequent outburst of temper; takes frustration out on others; is unable to cope with unpleasant situations.

_____D. Dependability - Fairly dependable and trustworthy; usually maintains loyalty.

_____E. Acceptance of Criticism - Resents any suggestions; is discouraged by criticism.

_____F. Intelligence - Able to converse on many subjects; attempts to make others at ease by talking about themselves; is a good listener; can debate controversial issues without becoming emotional.

_____G. Cooperation - Always tries to get the easiest task; does work grudgingly and with little thought to co-workers.

_____H. Adaptable - Not responsive to changes; unable to adapt to new situations.

TEST ITEM 001-03-04

INSTRUCTIONS TO STUDENTS: Define trait:

TEST ITEM 001-03-05

INSTRUCTIONS TO STUDENTS: Define individuality:

TEST ITEM 001-03-06

INSTRUCTIONS TO STUDENTS: Define self-sufficiency and self-discipline:

COMPETENCY 001: Analyze the influence of personal interests and abilities on the choice of employment opportunities.

OBJECTIVE 001-04: The student will interpret the effects values have on work patterns.

TEST ITEM 001-04-01

INSTRUCTIONS TO STUDENTS: In the blank to the left of each statement write "yes" if you agree with the statement and "no" if you disagree.

____1. The duties and responsibilities of my career choice are compatible with my values.

____2. My future plans are to continue my education and enter the labor market.

____3. Special benefits, excluding salary, make my career choice appealing.

____4. Personal traits are always easy to change.

____5. Life values and work values must merge if one is to have a satisfying career.

TEST ITEM 001-04-02

INSTRUCTIONS TO STUDENTS: Place a line under the correct phrase located in the parentheses found in each sentence.

1. (No one else, Someone else) is responsible for one's success and happiness.
2. A dedicated employee has learned to put (his/her own needs first, others' needs first).
3. You (can, cannot) live a happy, productive life if you choose to do so.
4. Work (is, is not) interrelated with other segments of one's life.

TEST ITEM 001-04-03

INSTRUCTIONS TO STUDENTS: Match the terms in the left column with the phrases in the right column.

____1. Life's work

____2. Relationships

____3. Personal development

____4. Barriers

a. Educational, physical, emotional, social
b. Activity which gives life meaning and purpose
c. Self-defeating attitudes
d. Friends, family, co-workers, others

COMPETENCY 001: Analyze the influence of personal interests and abilities on the choice of employment opportunities.

OBJECTIVE 001-05: The student will analyze the influence aptitudes have on varied careers.

TEST ITEM 001-05-01

INSTRUCTIONS TO STUDENTS: From the list of words provided below, select the word that correctly fills in the blank(s) within each sentence. Write your answer in the space provided in front of each sentence or statement.

_____1. Your counselor can assist you with the identification of your strengths and weaknesses by giving you _________ which predicts your potential to learn such things as clerical skills, auto mechanics, electronics, etc.

_____2. The ability to apply the decision-making steps are called _____________.

_____3. Your _______________ is measured by the number of abstract situations and/or problems you can correctly solve.

_____4. Disc jockeys, television commentators and lawyers usually have excellent ___________________.

a. Interpersonal skills
b. Verbal skills
c. Aptitude tests
d. Mathematical skills
e. Reasoning skills
f. Manual dexterity skills

TEST ITEM 001-05-02

INSTRUCTIONS TO STUDENTS: Since aptitudes give clues to the jobs in which one may find success, identify the following types of aptitudes. From the right hand column place the letter that correctly identifies the terms in the blank provided.

_____1. Motor Coordination

_____2. Clerical Perception

_____3. General Aptitude

_____4. Verbal Aptitude

_____5. Spatial Aptitude

_____6. Manual Dexterity Aptitude

_____7. Form Perception

_____8. Numerical Perception

_____9. Finger Dexterity

____10. Eye-hand-foot Coordination

____11. Color Discrimination

a. Closely related to the ability to do well in school.
b. To see how an object shown in a flat drawing or picture would actually look in three dimension.
c. Making the eyes and hands or fingers work together to perform certain tasks.
d. Understanding how words relate and the meanings of whole sentences and paragraphs.
e. Using the hands to perform such tasks as: band director, building models, furniture making, grooming pets, etc.
f. To notice detail in pictorial or graphic material and to make visual comparisons. It also includes seeing differences in shapes and figures or in the width or length of lines.
g. To observe differences in printed or written copy, proofread words and numbers, and avoid careless numerical errors.
h. Moving the fingers to work with small objects rapidly and correctly, e.g. surgery and dental work, typing and shorthand, playing the piano.
i. Includes solving arithmetic or story problems.
j. Seeing likenesses or differences in colors or shades. Identifying or matching certain colors. Selecting colors which go well together.
k. Moving the hands and feet together in response to visual signals or observations indicating the need to react e.g. airplane piloting, driving motor machines and vehicles.

TEST ITEM 001-05-03

INSTRUCTIONS TO STUDENTS: The sentences below pertain to aptitude. Choose your answer from the word list that is provided. Write the correct letter in the blank to the left of each sentence.

_____1. Knowing your own aptitudes gives you an idea of the __________ or __________ with which you can learn the tasks of an occupation.

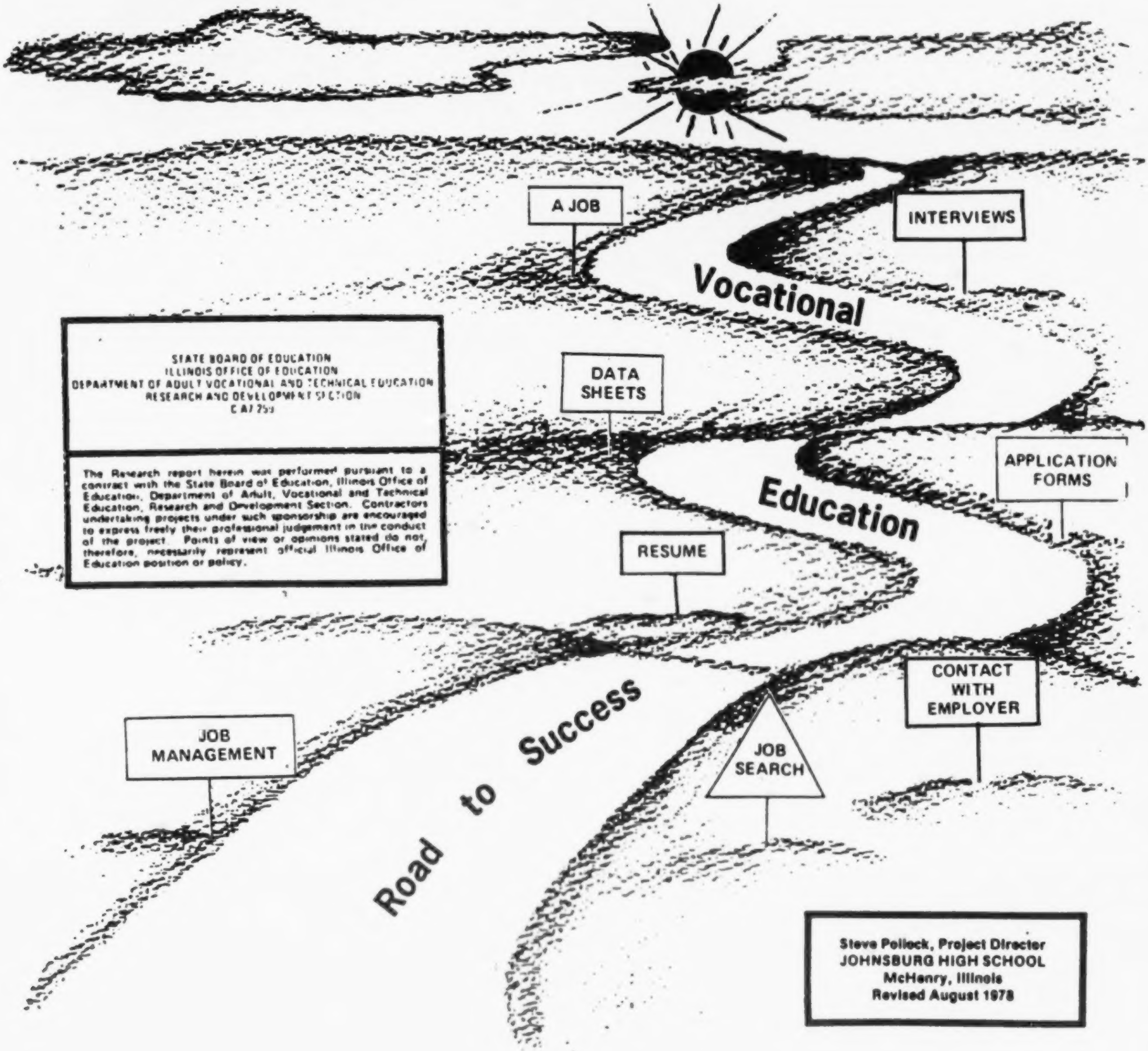
_____2. Knowing your aptitudes can help you __________ or ____________ the occupations you are exploring.

_____3. You can learn more about your aptitudes by looking at your _________ and __________.

a. Confirm
b. Question
c. Achievements
d. Present abilities
e. Ease
f. Difficulty
g. Interest
h. Abilities

Item 11 J.

A CURRICULUM GUIDE for PRE-EMPLOYMENT SKILLS


A JOB
INTERVIEWS
Vocational
DATA SHEETS
APPLICATION FORMS
Education
RESUME
CONTACT WITH EMPLOYER
Road to Success
JOB MANAGEMENT
JOB SEARCH

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
DEPARTMENT OF ADULT VOCATIONAL AND TECHNICAL EDUCATION
RESEARCH AND DEVELOPMENT SECTION
C A7 253

The Research report herein was performed pursuant to a contract with the State Board of Education, Illinois Office of Education, Department of Adult, Vocational and Technical Education, Research and Development Section. Contractors undertaking projects under such sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Illinois Office of Education position or policy.

Steve Pollock, Project Director
JOHNSBURG HIGH SCHOOL
McHenry, Illinois
Revised August 1978

CHAPTER VI EMPLOYMENT TESTS

OBJECTIVE: The student will gain an understanding of the nature and purposes of employment tests and how to prepare for and take them.

RATIONALE: Employment testing is an accepted and growing practice, particularly in the business and industrial worlds. A basic understanding of how tests benefit employers and employees is an important part of getting a job, and knowledge of the art of test-taking can be a vital aid to securing a satisfying placement in the world of work.

STUDENT ACTION:

1) Studying different types of common employment tests and their purposes.

2) Becoming familiar with different aspects of taking tests.

3) Practicing taking tests.

4) Taking the General Aptitude Battery Tests (GATB) and reviewing results.

LESSON NO. 17 EMPLOYMENT TESTS

COMPETENCY: The student will be able to name different kinds of tests and define their purposes.

SUPPLIES: Sample tests, handouts.

STUDENT ACTION: The student will study different kinds of tests and inventories and discuss each in class.

PERFORMANCE CHECK: The instructor will elicit proper responses when listing common characteristics and request the appropriate test for each.

EMPLOYMENT TESTS

RATIONALE

The major purpose of employment tests is to determine whether you have the aptitudes, interests, and skills to perform a certain kind of job. In the case of personality tests, they may also determine whether you can fit into an organization. Many employers consider testing to be very useful because poorly selected employees increase expenses and decrease income. Because an employee may be dissatisfied because he/she is unqualified or over-qualified, it is well to discover what tests measure before hiring takes place.

Because many positions require long training periods, it may be some time before new employees can be fully productive. If they quit or are fired during or shortly after the training period, both the employer and the employee lose. The employee's loss is especially bad because he/she has to begin again with a negative experience on the record.

TESTS YOU MAY EXPECT TO TAKE WHILE JOB SEEKING.

Intelligence Test

Probably the most common test is the I.Q. test. I.Q. means intelligence quotient. These tests may be called several things: "problem solving," "capacity to learn," "test of adaptibility," "ability to adjust to new situations," and so on. The purpose of I.Q. test is to measure capacity to learn. Most intelligence tests are "power" tests. They become progressively more difficult. So, don't expect to be able to answer all questions correctly in the time provided. Nobody does. Your score is compared with "norms." That is, the employer determines how you have scored in relation to others who have taken the test. You may be compared with the general population, high school graduates, or only employees who took the same test before they were hired.

Tests for Mechanical Aptitude or Ability

These tests are administered primarily to applicants for jobs which require manipulative skills. You can expect simple tests, such as assembling nuts and bolts, placing geometric forms into matching receptables, and tracing a maze. Applicants for skilled or semi-skilled jobs may be tested for other factors. Some of these are physical endurance, hand-eye coordination, facility with certain tools, and tolerance for getting dirty.

Aptitude Tests

The basic purpose of aptitude tests is to measure potential. Aptitude tests measure inherent qualities, not achievements. Aptitude tests attempt to predict potential to accomplish. It is assumed that present performance is a good indicator of future performance. As high school grades provide a measure of how well one will do in college or other learning situations, aptitude tests indicate potential for various things. Some areas measured by aptitude tests are: manual dexterity, clerical tasks, reasoning, numerical, or language.

Interest or Psychological Inventories

These questionnaires are not considered tests, since all you are required to do is list a preference, and a preference cannot be considered right or wrong. You can expect questions which indicate preferences. For example, would you prefer to: (choose one)

a) play tennis
b) browse in a bookstore
c) play a musical instrument

Answers to a series of such questions may provide clues regarding the nature and degree of your interest in such job-related areas as: selling or persuasiveness, public contact, repetitive or routine tasks, responsibility or supervisory duties. When taking such "tests" be completely truthful. Most interest inventories have built-in checks which tell the employer whether you are consistent in your answers.

General Aptitude Test Battery (GATB)

One of the most valued and widely used series of aptitude tests is the General Aptitude Tests Battery (GATB). It is regularly administered, free of charge, by the Illinois State Employment Service. School counselors and employers know of this free testing service and often refer people to it.

The GATB consists of twelve separate sections. Some sections "paper and pencil" tests. Others are of the mechanical aptitude variety. The battery measures potential in nine areas. These are described in ISES literature as follows:

1) Intelligence - General learning ability. The ability to "catch on" or understand instructions and underlying principles: the ability to reason and make judgments. Closely related to doing well in school.

2) Verbal Aptitude - The ability to understand meanings of words and the ideas associated with them, and to use them effectively. The ability to comprehend language, to understand relationships between words, and to understand meanings of whole sentences and paragraphs. The ability to present information and ideas clearly.

3) Numerical Aptitude - Ability to perform mathematical operations quickly and accurately.

4) Spatial Aptitude - Ability to think usually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

5) Form Perception - Ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations, and to see slight differences in shapes and shadings of figures and widths and lengths of lines.

6) Clerical Perception - Ability to perceive pertinent detail in verbal tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

7) Motor Coordination - Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and swiftly, probably related to reaction time.

8) Finger Dexterity - Ability to move the fingers and manipulate small objects with the fingers, rapidly and accurately.

9) Manual Dexterity - Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions.

Anyone can take the tests. Although they are generally administered to persons seeking a job for the first time, they are also used to determine ability in those who want to change to a line of work in which they have had no experience. They are also used for those considering vocational training.

Special Aptitude Tests

Specialized aptitude tests are used when specific qualities are essential to job success. Aptitude for one or more foreign languages, sales work, human relations, chemistry, hearing acuity, and other things are tested by some employers.

Clerical Tests

Clerical tests are administered to individuals seeking work as secretaries, keypunch operators, file clerks, computer operators, bank tellers and clerks, and other positions which involve mathematics or clerical procedures. Examples are typing and shorthand tests, number checking, alphabetizing, word problems, and arithmetic facts and speed.

Personality or Adjustment Tests

The major purpose of these tests is to determine whether you have qualities and characteristics thought to be necessary to a given position.

Some employers test to determine whether applicants can "fit in" with others in the same and related job classifications. These tests measure factors such as:

Cooperation
Aggressiveness
General Activity
Extroversion
Introversion
Adjustment
Nervous Tendencies

No kinds of tests are more controversial. But, no matter. You may have to take a personality test and you can do well.

LESSON NO. 18 PREPARING FOR EMPLOYMENT TESTS

COMPETENCY: Given the content of this lesson, the student will be able to approach common test forms with knowledge of how to maximize scores.

SUPPLIES: Sample tests, handouts, test item transparencies.

STUDENT ACTION:

1) Studying methods of improving test scores.

2) Practicing taking typical tests.

3) Discussing problems associated with measurement.

PERFORMANCE CHECK: Given a pretest and post-test, students will score significantly higher on the post-test after having completed this lesson.

PREPARING FOR EMPLOYMENT TESTS

People who are truly capable of passing tests often fail because they do not know how to approach test situations. This lesson provides tips on how to take tests to maximize scores

Attitude, time of day, health — these and other factors are important. If you learn to control them, you will benefit greatly.

Time of day is important because each person has a "peak" period when he/she operates most efficiently. If possible, arrange to be tested during the time you are sharpest.

Get plenty of rest so that you will be alert rather than in a stupor because of lack of sleep. Relax before the test. Arrive a little early so you will not be rushed and flushed.

Bring ample materials and equipment If pencils, paper, eraser, pocket calculator, or other things are needed, bring more than enough and plan for emergencies. This is especially important if the test is timed. Not having an extra pencil on a timed test could reduce your score.

If you have a choice of where to sit, consider such factors as light, noise, and space Are you close enough to hear well? Can you see? Are you comfortable?

If you will be in the test situation for a long period without a break, take a cnady bar or some other food and perhaps a thermos with a soft drink to pick you up.

Test Preparation - How to Study

There is little that you can do to prepare for many tests, especially aptitude or interest inventories. You can prepare for achievement tests; you should review your time schedule and plan accordingly.

It is best not to cram. Review well in advance. An important examination cannot be studied for in one sitting. You need to review each area of the examination carefully allowing time for knowledge to "sink in." If possible, get a sample of test items so that you can get a "feel" for the types of questions to be asked.

Have someone else quiz you on the material to be covered.

Taking Test

ALWAYS READ DIRECTIONS CAREFULLY AND ASK THE EXAMINER TO EXPLAIN WHAT IS EXPECTED OF YOU IF INSTRUCTIONS ARE NOT CLEAR.

1) Is it a timed test? If so, what is the time limit? Will there be any warning given before the end of the test? Wear a watch to help judge the time. If the test contains more than one section, find out if the various sections will be timed separately. Know whether you are to go on to the next section when you have finished with one. This is important, because some sections will be more difficult than others.

2) What test aids are you allowed to use? Scratch paper? Pocket calculator? Don't handicap yourself. Use everything permitted.

3) Look at the entire test before attempting it. Pay special attention to directions which tell how to mark answers to sample questions, and to other guidelines for taking the test.

Some tests require unique approaches. You can score better by observing the following:

True - False

Find out how the test will be scored. If your score will be the number right, answer all questions and guess true when you don't have a good reason for marking false. If your score will be right minus wrong, answer only the questions you are sure of.

Be extremely careful of the wording on true-false questions. Certain words make nearly any statement false. Absolutes such as "never", "always", "all", "forever", and superlatives such as "highest", "smallest", and "fastest" are usually indicators of a falsehood, because order for a statement to be true or false, an absolute condition must exist when these words are used, and it takes only a single exception to disprove them.

Multiple - Choice

This type of question requires you to choose from among three, four or five answers. Many tests require you to select the best answer - even if none is correct.

An example is:

Eighty (80) divided by two (2) is:

(a) 4.0
(b) 400
(c) .40
(d) none of the above.

Of course the answer is (d). This question illustrates the necessity of reading all questions carefully. Scrutinize choices and eliminate the obviously wrong ones. If you're not really sure of the answer, an "educated guess" might be worth the risk. If there is no penalty for wrong answers, mark "b" each time you have no knowledge of the right answer.

Completion Questions

Completion questions are most difficult to answer because you must know the absolute answer and cannot guess. One type of completion question is:

"A famous Civil War General who became President of the United States was ________________ ________ ________________.

Key points to establish for questions of this type are:

(1) Can you guess or will there be a penalty for wrong answers? Many times there is no penalty and the answer will be counted wrong whether you respond incorrectly or offer no response at all.

(2) Many times length of the spaces provided for the answer will be a clue to the proper word. In the example, the answer is a three-word name, and a correct guess would be Ulysses S. Grant.

Sensitivities to subject-verb agreement will often help. A plural verb takes a plural answer. The article preceding the answer may also be helpful: "a", "an", "the".

Matching

This type of question requires you to match items in one column with items in another. The answer column often contains more words than the question column so that you can't get the last one by elimination. Some tests require you to use the same answer several times. Find out the ground rules and answer accordingly.

Essay

Essay questions are designed to determine how well you know a specific subject and how well you can organize your answer.

Do not approach essay questions too hurriedly. They often count more than other sections of the test. Read questions carefully to determine what is desired. Is the answer to be detailed? Are dates and other factual material needed? Are you to make comparisons? Are you to develop something?

If you are allowed scratch paper, jot down an outline of what you propose to write. Underline key words in your answer to guide the scorer. Give specific examples where possible to illustrate or fortify your answer. Use good grammar and check to see that you have spelled properly, punctuated as needed, and written legibly.

Other Tips

The importance of reading directions carefully, knowing how the test is to be scored, and planning your approach cannot be over emphasized. Do not spend too much on one question (go on and return later to items you have not answered). Even though the most difficult questions are found near the end of most tests, you may be able to answer some or most of them. Answer first those questions of which you are sure. If you have time, go over unanswered questions. Then do your guessing.

CHAPTER VII JOB INTERVIEW

OBJECTIVE: The student will be able to participate in a job interview, providing the prospective employer with information about his/her qualifications and strengths with regard to a particular position. The student will be able to effectively communicate information as well as learn about the employer and the position from the interviewer.

RATIONALE: The interview provides an opportunity for 1-to-1 communication between the prospective candidate and the employer. It is important that the candidate effectively present his/her qualifications with regard to the given position for the employer's evaluation. The job interview is a critical point in a job search. This one conversation can be the determining factor in job seeking.

This chapter includes lessons which prepare the student for participation in a job interview to enhance the actual interview situations.

STUDENT ACTION:

1) Learn to prepare one's personal appearance for a job interview.
2) Prepare needed data and plans for a job interview.
3) Be familiar with problem questions and prepare to handle them tactfully.
4) Know the stages of a job interview.
5) Participate in simulated interviews.
6) Arrange for a job interview.
7) Carry out the necessary follow-up after the interview.

LESSON NO. 19 PERSONAL APPEARANCE FOR JOB INTERVIEW

COMPETENCY: Given the standards outlined in this lesson, the student will prepare himself/herself for the job interview with regard to personal appearance (i.e. grooming, clothing, personal action).

SUPPLIES: The instructor will supply each student with a copy of the following information:

Personal Appearance

Grooming:
*Be neat and clean
*Check clothing, hair, nails, ears, etc.
*Freshly bathed
*Use deodorant
*Hair neatly trimmed and combed
*Brush teeth - fresh breath

Clothing:
*Dress conservatively
*Avoid clothing styles that will detract the interviewer's attention from you as a person
*Clothing should be clean and pressed
*Suggested clothing for men:
dark suit (blue, dark grey, brown)
black or brown shoes (clean, not overly worn)
light shirt
plain tie
dark socks
no sunglasses
(remove your hat!)
*Suggested clothing for women:
dress, suit, pant suit (not too casual)
stockings
low-to-medium heeled shoes
no sunglasses
shoes clean and not overly worn.

How do you feel:
*Get a good night's rest the night before the interview.
*If you are ill, call and postpone your interview if possible

The way to act:
*Be natural
*Be yourself
*Don't slouch - use good posture
*Be pleasant
*Be wide-awake intelligent listener
*Don't appear too tense or too relaxed!

What you say:
*Practice voice control
*Use good diction
*Use correct grammar

What you do:
*Be poised
*Watch your manners (these are as important as your qualifications)
*Don't do anything that would offend those you want to impress
*Control your emotions
*Don't smoke or chew gum
*Do ask pertinent questions
*Don't sit down until the interviewer asks you to be seated

STUDENT ACTION: The student will study the information on personal appearance and discuss the importance of personal appearance.

PERFORMANCE CHECK: The instructor will evaluate students' understanding of the information via class discussion and a practice, personal appearance day (each student will come to class as if going to an interview).

NOTE: Give this section the mirror test. "Mirror, mirror on the wall, who's the most appropriately dressed of all?"

Don't overcompensate tension with an "I could care less attitude!"

QUESTIONS FREQUENTLY ASKED

Given a list of questions frequently asked in job interviews, the student will answer (in his/her own words) concisely to the satisfaction of the instructor.

The instructor will supply each student with a copy of the following:

1. Tell me a little bit about yourself?...
2. Your family?
3. What are your future vocational plans?
4. In what school activities have you participated?
5. Which did you enjoy the most?
6. How do you spend your spare time?
7. What are your hobbies?
8. In what type of position are you interested?
9. Why do you think you might like to work for our company?
10. What jobs have you held?
11. What courses did you enjoy?
12. What do you know about our company?
13. What relevant training have you received?
14. What are your ideas on salary?
15. How interested are you in sports?
16. Can you forget your education and start from scratch?
17. Do you prefer any geographic location? Why?
18. How much money do you hope to earn at age 30? 35?
19. How did you rank in your graduating class?
20. What extra curricular activities did you participate in? Do you think they were worth the time you devoted?
21. What do you think determines a person's progress in a good company?
22. Why do you think you would like this particular type of job?
23. What is your father's occupation?
24. Are you looking for permanent or temporary work?
25. Do you prefer working with others or by yourself?
26. What kind of boss do you prefer?
27. Can you take instructions without feeling upset?
28. What have you learned from some of the jobs you have held?
29. What interests you about our product or service?
30. Were you in the military?

31. How long do you expect to work?
32. Which of your school years was most difficult?
33. Do you like routine work?
34. What size city do you prefer?
35. What's your major weakness?
36. Define cooperation.
37. Do you have an analytical mind?
38. Are you eager to please?
39. What do you do to keep in good physical condition?
40. Have you any serious illness or injury?
41. Are you willing to go where the company sends you?
42. Is it an effort for you to be tolerant of persons with a background and interests different from your own?
43. What types of books and magazines to you read?
44. Do you plan to return to school?
45. Do you like to travel?
46. How about overtime work?
47. What kind of work interests you?
48. To what extreme do you use liquor?
49. What have you done that shows initiative and willingness to work?

STUDENT ACTION: Students will study the list of questions and be familiar with them. Students will be able to respond appropriately to these questions.

PERFORMANCE CHECK: The instructor evaluates the student's knowledge by class discussion and practice questions, allowing time for review and practice.

NOTE: Use a resource person from industry or business. Have him/her interview students for practice. Make arrangements to use an office with waiting room and receptionist.

"Question Grab-bag" - pair students off - 1 picks a question - other one answers. Follow with group decision.

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LESSON NO. 21 PROBLEM QUESTIONS

COMPETENCY: Given a list of problem situations, questions, and suggested solutions, the student will respond appropriately.

SUPPLIES: The instructor will supply each student with a copy of the following information:

General

It is very easy to be "put on the spot" in a job interview. This usually occurs when the interviewer asks you a tough question that you are unable to answer without giving the matter considerable thought, or perhaps not able to answer at all. Either way, it may look bad.

That's why it is so important that you are prepared for the kinds of questions that you may be asked, especially the tough ones like:

"Why do you want to work for this company?"

"What is the real reason you left your last job?"

"What do you have to offer us?"

"How much do you figure you're worth?"

Unless you're prepared to answer these kinds of questions, you are likely to be stumped at some point during the interview.

Here are some sample situations and some suggested ways of dealing with them:

Work History

If you know that a former employer will not give you a good reference, it's good to make note of that fact from the first, making a clean breast of things, and explaining why you were not suited for the job. Suggest that some of your other references and former employers may have some much better things to say about you.

If you have had a "hopscotch" job history in which you jumped from job to job, you might explain that you were interested in exploring different kinds of work roles and that you are sure that you have finally found the kind of work you are suited for.

Lack of Education

If you are lacking in portions of formal education, or if you are deficient or weak in particular academic areas, don't try to hide it. For example, if you are poor at writing and spelling, the fact that you are willing to admit it shows you are aware of your problems and are likely to work upon improvement. If you intend to get more education, that's a good selling point.

About Pay

Even if the paycheck is one of your uppermost concerns at the present, you should not appear to be overly interested in money. Be modest, explaining that pay is not the most important consideration. More important in the long run is the amount of opportunity that a job offers. Show that you are ambitious and expect to earn and receive promotions, but as a starting pay would be satisfied with a comparatively modest salary.

Physical and Mental Problems

If you have a handicap of any kind that may affect your performance on the job, be sure to mention it to the interviewer, but be careful not to undervalue your capabilities. After all, you wouldn't be interviewing for the position if you didn't think you could do it, would you? Actually, because of affirmative action, which you will be studying later, it may be very much to your advantage to disclose any handicaps you may have.

Special Personal Problems

Just about everyone has an aspect of his/her personal life they don't like to talk about--the proverbial "skeleton in the closet". It may be family problems, problems in school, problems with the law, or other personal problems. You may be sure that the interviewer will be very interested in discussing these with you, so be prepared to give an accounting of them during the interview. Never lie. Show how you've taken steps to overcome or to live with the problems. If the problem is such that it will in no way affect your performance on the job, you may elect simply not to bring it up. Frequently, it's better not to volunteer certain kinds of information, but instead to be ready to deal with the issue, should it ever come up.
If the problem is such that it may affect your performance on the job, or is the kind of thing that will

eventually come out into the open anyhow sooner or later, it is best to deal with it from the very first, covering it very briefly and then moving on to something else.

STUDENT ACTION: The student will study these problem situations which can arise in a job interview and discuss how best to handle them.

PERFORMANCE CHECK: The instructor will evaluate student's knowledge of these problems and recommend solutions by class discussion.

LESSON NO. 22 THE INTERVIEW FROM YOUR SIDE

COMPETENCY:	The student will become more familiar with what to expect in a typical job interview situation and will become aware of the necessity of being able to handle various approaches frequently encountered when being interviewed for a job.
SUPPLIES:	Handouts
STUDENT ACTION:	1) Reviewing interview situations frequently encountered in the job search. 2) Comparing different ways of responding to particular job interview situations. 3) Discussing common interviewing techniques and ways of handling them.
PERFORMANCE CHECK:	The student is able to draw from personal experience or his or her imagination several different examples of types of interview situations and describe the ways of effectively dealing with them.

THE INTERVIEW FROM YOUR SIDE

First of all, you must rid yourself of the notion that all the people that will be interviewing you will know what they are doing. Chances are, they won't.

People who conduct interviews are not always very knowledgeable about interviewing techniques, since most conduct interviews only as a necessity to fill a job opening. Many are inept listeners; others are confusing, hard to understand speakers.

You shouldn't let their role as interviewers intimidate you, though. Instead, try to establish a rapport between you by putting yourself in the interviewer's shoes in order to do your best in helping him or her to conduct a successful interview.

You won't have to go on too many job interviews before realizing that no two are alike. Even though each is unique, most interviews seem to fall into one of several descriptive categories such as:

"The Factfinding Approach"

Situation: the interviewer continues to intently read and reread your resume or application as if to memorize it, then coldly fires a series of very pointed questions about your motives, personal background, and experience.

Usual response: With no rapport being established, you continue to try to answer the rapid-fire questions, without understanding the interviewer's purpose; you get more and more nervous, feeling as if you are on trial; you become more and more defensive, which causes unfavorable feelings with the interviewer.

Another response: This interviewer may have known the proper criteria for use in selecting an employee, but apparently knew less about how to use the interview for evaluating prospective employees. The "factfinding" approach is poor because the interviewer won't get to know you as a person very well at all.

When you run into this type of approach, a good strategy is to try getting the interviewer to talk. Do so by answering the questions with comprehensive statements of facts, examples, and specific accomplishments. Do not give any one-word or single-word sentence answers to any question. Your task is to engage the interviewer in discussion and to get him or her away from the courtroom. As you offer longer answers, the interviewer will probably become more relaxed and you will have more likelihood of success.

"You're a Customer"

Situation: The interviewer puts your resume aside and in talking about the company, soon lapses into his or her favorite sales talk.

Usual response: Frustrated, you listen to the sales talk while waiting for the topic to turn to you and the job opening. It never does and you leave, uncertain as to why you came and wondering if the interviewer paused long enough to even get your name right.

Another response: Listen carefully to the interviewer, listing all the points being made. Use questions to guide the interviewer's comments to areas of interest to you, but don't attempt to intervene.

When the interviewer starts repeating points previously made, it is time to act. Start by summarizing the major points of the interviewer's presentation. You might say, "Let's see if I've gotten what you've been telling me correctly...".

The interviewer may have given the sales talk to determine your interest in his or her type of organization or to inform you of its operation to test your grasp of the situation.

Your task here is to gain a mutual understanding of the company's needs. Once that is accomplished, you can address each of them and show how your abilities, experience, and interests would help satisfy those needs. This is the time for you to do most of the talking, so concentrate on those aspects of your qualifications which directly meet the needs of the company, rather than discussing your complete resume. You are showing the interviewer how the company's needs will be fulfilled by hiring you.

"Do-it-yourself Interview"

Situation: The interviewer throws you the ball and doesn't seem to want it back. Opening with something like "Well, what can I do for you?" or "What questions do you have about the job or the company?", the interviewer obviously wants to take a back seat in the interview.

Usual response: Little rapport is usually established, and the interviewer gropes through a somewhat rambling dissertation on his or her resume and career aspirations until the interviewer, apparently having heard enough, summarily indicates the interview is concluded.

Another response: The interviewer is very probably inexperienced or inept at conducting an interview, or both. In a case like this, you should help out by taking charge of the interview in an appropriate fashion. Start with questions aimed at getting the interviewer to tell you all about the company and especially about the area of interest to you. Use each of the responses, if necessary to trigger the next question. Be sure to note all the major points brought out by the interviewer, for later use in selling your qualifications, and some you'll have established rapport and on your way to a successful interview.

"The Quickee"

Situation: The interviewer obviously very pressed for time for one reason or another and seems distracted because of it.

Usual response: You shake hands, have a seat--and just when you've warmed up a little by answering one or two peremptory questions, the interviewer is ushering you toward the door with the usual "Don't call us; we'll call you..."

Another response: Sometimes an interview goes quickly, because the minute the employer saw you or glanced at your resume or application, you were written off as not being right for the job. In this case, there's probably not much you can do about it. But many times a quick interviewer is again simply someone who doesn't know how to interview people. They just go through the motions. relying upon the interviewee to help out. By being assertive and by giving comprehensive answers with examples and plenty of references to your accomplishments, you will frequently be able to overcome such a situation. In a case like this, it's up to you to determine from the onset of the interview whether the interviewer is genuinely pressed for time. If so, try to reschedule your interview; if not, try to draw the interviewer out.

There are many more different types of interview situations than those given above; in fact, every interview is unique and therefore is different from all others. The purpose of this lesson, however, has been to acquaint you with several characteristics of common interview situations and recommend some appropriate responses to them.

NOTE: In many ways, an interview is like a game--a serious one, it's true--but one nonetheless with certain rules that must be followed and ways of scoring points by using the right kinds of moves. The rules of interviewing will be covered in the following chapters, but as in many games, the moves will be up to you. So as you are reading about the interview process try to imagine what would be going on in a real interview. And when you are practicing the interview, take it seriously and make it as realistic as possible--because sooner or later, you will find yourself sitting in an employer's office, this time playing for real.

LESSON NO. 23 THE INTERVIEW FROM THE OTHER SIDE

COMPETENCY: To develop an appreciation of the many factors that go together in the making of a successful interview--common reasons why applicants fail to be hired, the criteria generally used in evaulating job candidates in the interview, and the different things that turn interviewers off.

SUPPLIES: Handouts

STUDENT ACTION:

1) Studying the different factors involved in the interviewer's evaluation during the job interview.
2) Discussing traits, qualities, and attitudes--both good and bad—that come in play during interviews and evaluating them.
3) Developing recommendations for overcoming negative factors.

PERFORMANCE CHECK: The student will be able to give examples of negative factors frequently encountered in the job interview and will be able to cite ways of dealing with them.

THE INTERVIEW FROM THE OTHER SIDE

The interview from the other side of the desk isn't so easy, either. Interviewing people for jobs frequently involves seeing and evaluating a great many applicants in one day, and it is often a trying task. The most common reasons for not being able to place applicants in a job are:

1) Poor attitude
2) Unstable work record
3) Bad references
4) Lack of self-selling ability
5) Lack of skill and experience
6) Not really anxious to work
7) "Bad mouthing" former employers
8) Too demanding (wanting too much money, or to work only under certain conditions)
10) Unable to be available for interviews or cancelling out

Are any of these qualities pertinent to you? If so, you should consciously and constructively work to improve upon them. You may want to "slant" your resume and overall job hunting approach to minimize certain of the qualities you can't actively control, such as being too specialized in a low demand area.

It is generally agreed that most employers are apt to evaluate you in an interview according to the following general criteria:

1) Appearance
2) Personality, "people" skills, attitudes, poise
3) Knowledge of job, education and experience
4) Drive, enthusiasm, interest, attitudes
5) Good references
6) Complete, well-organized application or resume
7) Stable work record reflecting growth

From this list, which isn't necessarily in the order of importance, you can nonetheless see that while skills, educations, and experience are areas in which you will be evaluated, other qualities may be equally if not more important. From the employer's point of view, skills may always be taught, thereby providing education, and experience can always be developed. The other things--like character, personality, attitudes, enthusiasm--can't be taught or provided by the employer.

Here are some of the things commonly encountered by interviewers that tend to "turn them off":

1) Poor appearance
2) Poor attitude
3) Lack of manners and personal courtesy

4) Chewing gum, smoking, fidgeting
5) No attempt to establish rapport; not looking the interviewer in the eye
6) Being interested only in the salary and benefits of the job
7) Lack of confidence; being evasive
8) Poor grammar, use of slang
9) Immaturity
10) Not having any direction or goals

NOTE: Interviewers prefer people who are interested in the job, the company, and the company's goals rather than persons who seemingly are interested only in what they have to do to receive a certain amount of money. Interviewers prefer persons that can skillfully uphold their part of the interview process, so that the result of the interview is a give-and-take of meaningful dialogue, and not just a bunch of rambling, disorganized conversation.

LESSON NO. 24 THE DO'S AND DON'T'S OF JOB INTERVIEWING

COMPETENCY: To give the student a working knowledge of the conventions, practices, and demeanor associated with the job interview process, instilling within him or her a value of what is proper when being interviewed for a job.

SUPPLIES: Handouts

STUDENT ACTION:

1) Studying do's and don't's of job interviewing.
2) Developing lists of related do's and don't's.
3) Discussing the various pitfalls of the interview process.
4) Criticizing simulated interviews.

PERFORMANCE CHECK: The student is able to distinguish between what is proper in an interview, what is not, and is able to cite examples under different interview conditions.

THE DO'S AND DON'T'S OF JOB INTERVIEWING

The purpose of the job interview is to enable the final selection of a single applicant for a given job. Many persons will usually apply for an opening, some of them with impressive qualifications, but the results of the interview ultimately determine who wins the job and who doesn't. Frequently an intial interview will weed out all but a handful of applicants, and a second interview is required in order to reach a final decision.

Who wins, and who loses? Obviously, an important factor in the final outcome is how well an applicant handles his or her portion of the interview. While each interview situation is unique, at the same time there are certain guidelines and conventions which are applicable to all interviews. The following pointers are a summary of tips usually given by experts in the field:

1) Dress in attire that is appropriate for the situation. Leave your flashy clothes in the closet and instead wear the more conservative ones. Be neat and proper, with clean fingernails, a sparkling smile, and pleasant attitude.

2) Watch how you comport yourself. Maintain poise, good posture, and proper bearing. Stand tall; sit up straight. Don't fidget or slouch--but also appear relaxed and confident. No smoking or chewing gum.

3) Have a firm handshake and look the person in the eye. Be businsslike and assertive, but not aggressive.

4) Let the interviewer lead, and as early in the game as possible try to determine what is expected of you so that you will be able to carry off your part of the interview successfully. Usually you should give a specific answer to a specific question and answer a general question with a general answer.

5) Never seek a job by saying you can "do anything". Always have your objective in mind.

6) Pay attention to your voice. Speak loudly enough and enunciate distinctly. Make your voice reflect confidence and purpose.

7) Use proper speech, avoiding slang, offensive language, and bad grammar. Prove yourself as a person skilled in the art of communication.

8) Always get the interviewer's name right and use it where appropriate during during the interview.

9) Go alone. No exceptions.

10) Let the interviewer know what you have to offer the company. Dont' brag or exaggerate, but don't be too modest, either.

11) Be enthusiastic, alert, and interested. Take an active part in the interview and do your share in establishing rapport between the two of you.

12) Don't be afraid to admit you don't know something if asked. Don't be a know-it-all.

13) Don't be critical of former employers or fellow workers.

14) Don't bring up personal and financial problems.

15) Watch your timing in asking key questions such as salary, benefits, and vactions.

16) You will usually be asked at some point if you have any questions, so you should be prepared. Ask questions about promotional opportunities, the company, or about the job itself. This will help to show interest on your part.

17) At the end of the interview, if you aren't told when the decision to hire will be made, ask.

18) The interviewer is always the one who decides when the interview is over. Always end your part of the interview with courtesy and grace. If you are told that you won't be getting the job, find out why so that you may be able to possibly prevent its happening again.

19) Be sure to have with you anything you may need at the interview, such as certificates, licenses, etc.--it's also a good idea to take along an extra copy of your resume.

20) Relax, be natural, be yourself.

LESSON NO. 25 THE SIMULATED INTERVIEW

COMPETENCY: The student will be able to apply the concepts of successful interviewing in practice situations which will be criticized by class discussion.

SUPPLIES: Handouts or verbal instructions outlining the elements of typical interview situations to guide the students in the simulated interviews. Each practice interview should consist of one student playing the role of the interviewer and another assuming that of the job applicant. The role-playing interviews should be brief, as realistic as possible, and should be followed by an informed class critique and discussion aimed at providing both a greater understanding of the accepted principles of job interviewing and a general evaluation of each student's job interview approach and techniques. Here are some example situations:

Walk-in Interview

You have learned that Mr. Jones, the owner of Sunshine Enterprises, may be looking for additional employees. The company, which is a small but growing manufacturing and supply concern dealing in automotive parts, has a division for sales, production, delivery, and office functions and presently employs about forty or fifty people. You don't know what kind of help Mr. Jones may be looking for—if indeed he is at all--but your job objective indicates that you are interested in a bookkeeping/accounting position, since you have had some experience along this line in keeping books for your father. According to his secretary, who is at this minute escorting you to Mr. Jones' office, now is a good time to talk with him. Naturally, you are presentably dressed and have a copy of your resume or CAPS form with you.

The Arranged Interview

You have responded to a promising want-ad by calling the company; you have met the personnel manager Mrs. Smith over the phone and have arranged for an interview. The company is looking for a "sales coordinator", and while you're not too sure of what it is, you're looking for a job that involves dealing with people in a responsible capacity, one that will utilize your organizational ability and leadership skills. You haven't been able to find out much about the company except that it is apparently some kind of large midwestern wholesaling operation that deals in a wide diversity of medical products. Mrs. Smith returned your friendliness over the telephone and you are looking forward to meeting her in person.

STUDENT ACTION:

1) Role-playing a variety of simulated interview situations.
2) Criticizing simulated interviews.
3) Reviewing do's and don't's of interviewing.
4) Discussing concepts of successful job interviewing.

PERFORMANCE CHECK:

The student is able to apply what he or she has learned about interviewing within a simulated situation in a competent and professional manner. During class critique, the students are able to offer perceptive and constructive critism both for the "interviewer" and for the "applicant".

LESSON NO. 26 PREPARATION FOR INTERVIEWS

COMPETENCY: The student will gain an understanding of what will be expected during the interview process and will be able to prepare accordingly.

SUPPLIES: Handouts

STUDENT ACTION:

1) Discussing what is expected in a typical job interview.
2) Discussing common interview pitfalls/problems and how to prepare for them.
3) Comparing interviews to test.
4) Listing ways of bettering one's probability for a successful interview.

PERFORMANCE CHECK: The instructor will be able to evaluate the student's skills in this lesson by class discussion and assignments listed under Student Action section.

NOTE: Anyone that is not at least a little nervous before being interviewed by a prospective employer simply is not normal.

PREPARING FOR AN INTERVIEW

Apart from preparing yourself physically in order to create a favorable impression on your appearance, it is also wise to prepare yourself mentally for the interview. Be preparing yourself to provide the kinds of information the interviewer will be searching for the information upon which he or she will base the fateful decision to hire or not to hire. It is said that in a good interview, you will do eighty percent of the talking.

The interviewer will discuss with you the answers you have given on your resume or on the employment application. He or she will enlarge your answers in order to draw you out in more detail, attempting to discover the following things about you:

How you express yourself
The extent of your vocabulary
Your mannerisms
Your ability to "think on your feet"
Your basic temperament
Your ability to get along with others
Your sense of humor

The interviewer will also be looking for personal characteristics:

Positives

Appearance
Courtesy
Politeness
Sincerity & warmth
Humility
Self-confidence,
  poise, and bearing
Method of reasoning
Intelligence
Patience
Enthusiasm & interest
Your grasp of the situation

Negatives

Nervousness
Agitation
Evasiveness
Overagressiveness
Bragging
Down trodden attitude
Unsociability
Antagonism
Personality quirks
Prone to complain

In preparing yourself for the important job interview, you should spare no pains to do anything that might give you an advantage.

Stay at home the night before, have a simple (no spicy food to give you nightmares) meal, go to bed early.

Get up in plenty of time to have a relaxed breakfast and stay relaxed. Spend the time building your confidence and thinking about how you will handle the questions that are sure to be asked

"Why should we hire you?"
"What are your greatest accomplishments?"
"What are your strengths and weaknesses?"
"What do you mostly look for in a job?"
"What do you mostly look for in a job?"
"How long will it take you to catch on to this job?"

Try to get an early interview; the time of day or the day of week can be important.

Try to avoid Monday morning interviews, interviews immediately before or after lunch, or interviews just before a holiday. Friday morning interviews are great if you can manage one. Also, try to arrange the interview to coincide with your peak phase of the day.

Get the things together that you may want to have with you at the interview, in case you need them--letters of recommendation, certificates and awards, extra resumes or CAPS forms, trnascripts, note pad and pen, etc.

Learn all you can about the company.

Finally, give yourself the once-over, make sure you have everything, and BE PROMPT; not too early; not at all late. Ten to fifteen minutes before you're scheduled is considered about right.

NOTE: Have you ever thought about yourself as being your own company? You are, you know. In addition to being president, you're also vice-president in charge of management, planning, advertising, marketing, and selling. In the interview, you must bring all of the functions together in a unified and highly successful way--your future may depend upon it.

Item 11 K.

STUDENT ACTIVITIES

THE SOURCE OF THE FOLLOWING MATERIAL IS:

Illinois Career Guidance Handbook
Illinois State Board of Education
Department of Adult, Vocational and Technical Education

features together with one or two statements. Try to get the students to think about temperaments, abilities, interests, values, goals, etc. When as many similarities as possible have been listed, distribute the WORKSHEET on page 20. These sheets are to assist students in identifying their differences. Be sure to talk with each student when the sheet is completed.

3. Assist students to develop a process for strengthening weaknesses using this procedure:

   a. Determine what the problem is.
   b. Look at self to determine where fault might lie.
   c. Develop several possible solutions to the problem.
   d. Try out one of these new plans.
   e. Determine if new plan works as you have tried it, if it needs to be changed some, or if it needs to be discarded completely and a new approach taken.

4. Study the following character traits. Know their meanings.

   Dependable
   Posture
   Loyal
   Enthusiastic
   Forgive
   Cooperate
   Healthy
   Accurate
   Criticism
   Tact
   Judgment
   Speedy
   Flexible
   Patient
   Punctual
   Honest
   Willing
   Trust

   Use the WORKSHEET on page 21 as a self-help activity. You may want to rate each of the students on the same characteristics and then compare your responses with those of the student. Make a list of the characteristics needing improvement, and work with each student to strengthen weak characteristics.

5. Read this jingle.

"Self-confidence"

If you think you are beaten, you are.
If you think you dare not, then don't.
If you'd like to win, but you think you can't
It's almost a cinch you won't.
If you think you'll lose, you're lost;
For out in the world we find
Success begins with a fellow's will . . .
It's all in the state of mind.

- author unknown

Name some famous people who exhibit great self-confidence. How does one go about gaining a positive attitude about self?

WHO AM I?

SELF-INVENTORY WORKSHEET

DIRECTIONS: Think about yourself. Answer the questions below. Talk with you teacher/ counselor about your answers.

I. Scholastic Record: (Examples: History, Math, Science, Language, Home Ec., and others).

A. My two favorite subjects are:

(Subject)	(Reason)
1. ______________________	______________________
2. ______________________	______________________

B. My two least favorite subjects are:

1. ______________________	______________________
2. ______________________	______________________

II. Personal Data: (Examples: athletics, movies, parties, traveling, knitting, TV, concerts, reading, fishing, cooking, talking, working on cars, and others.)

A. I am interested most in:
______________________ and ______________________

B. My outstanding accomplishments are in:
______________________ and ______________________

C. My favorite activities in school are:
______ Athletics ______ Movies ______ Parties ______ Traveling ______ Knitting ______ TV ______
______ Concerts ______ Reading ______ Fishing ______ Cooking ______ Talking ______ Others ______

D. My favorite activities outside of school are: ______________________

E. When I think about parents, brothers, sisters, teachers, and other, I get along best with ______________________

F. To sum up my health, I would say I am in ______________ health.

G. My main weaknesses are that I am: ____ Careless ____ Lazy ____ Moody ____ Absent-minded ____ Immature ____ Naughty ____ Slow ____ Name any others ______________

H. The two things that I value most are:
_____ School ____ Possessions ____ Family ____ Friends
_____ Church ____ Leisure ____ Money ____ Home Name any others ______

I. Two activities that I would like to participate in but have not been able to are ______________________ and ______________________

II. Occupational Interests

A. Three job fields that are of interest to me are:

1. ______________________________ ______________
2. ______________________________
3. ______________________________

WHO AM I? WORKSHEET

DIRECTIONS: Below are statements about character and social traits. Think about yourself. Be honest. Rate yourself in the following way:

A = Always
B = Usually
C = Sometimes
D = Seldom or never

___ 1. I am dependable. I do things without being told to do them. I am there when I am needed.

___ 2. I am punctual. I complete my work on time and get to my classes on time.

___ 3. I cooperate with others. I work to help the group complete its work.

___ 4. I show good judgment and use common sense. I get the facts and look things over before I decide what to do.

___ 5. I am neat and clean. I keep my body and clothing clean. Things I work with are also kept clean.

___ 6. I have good posture. I walk, sit, and stand without slouching.

___ 7. I speak well. I say my words clearly and loudly enough to be heard.

___ 8. I am healthy. I am not sick very often.

___ 9. My work is accurate. I am careful not to make mistakes. I listen closely to instructions.

___10. I am speedy. I can get my work done quickly.

___11. I am flexible. I do not get upset or confused by changes in my life. I can quickly learn to work with new people, places, and things.

___12. I am honest. I do not lie, steal, or waste materials.

___13. I am loyal to my friends. I help those who depend on me and stick by them when they need me.

___14. I show tact, I say the right thing at the right time and do not hurt people by thoughtless remarks.

___15. I trust other people. I think most people are good and will be of help to me.

___16. I am a hard and willing worker. I am eager to work long and hard to get something done.

___17. I am enthusiastic. I am willing and ready to try new things.

___18. I can forgive others. I do not hold a grudge.

___19. I can take criticism from others. I do not get mad easily when someone tells me what I did wrong.

___20. I am patient. I can wait my turn without pushing or shoving to get in front of others.

JOBS ARE NO LONGER MALE OR FEMALE

DIRECTIONS: Three laws make sex discrimination illegal. These laws say:

A - Equal pay for equal jobs (Equal Pay Act of 1963).

B - You cannot be hired, fired, classified, promoted, etc. on basis of your sex. (Title VII of the Civil Rights Act of 1964).

C - Schools which receive money from the Federal government cannot treat the sexes differently. (Title IX of the Educational Amendments of 1972).

Look at the statements below Which law, A, B, or C, is being violated?

___ 1. John is not hired as a legal secretary because all the other employees are women.

___ 2. Nancy and Bob are both dental technicians doing exactly the same work but they do not receive the same wages.

___ 3. Even though Barbara is an excellent baseball player, she is denied a position on the school team.

___ 4. Even though Opal, a cleaning supervisor in a large building has worked there for 20 years, she receives less pay than her friend, Al, who has been working there for only 15 years.

___ 5. Bonnie wants to take an auto mechanics class to know how to repair her car. She is not allowed to take the class.

___ 6. Even though Bill had more training, experience, and skills, Mae was promoted to head nurse.

___ 7. Betty Lou has a history of safe driving. She was denied a job as a Greyhound bus driver.

___ 8. Paul and Ann, fourth graders, were caught cheating on a test. Paul was spanked; Ann was sent to sit in the library.

___ 9. Ed and Bea are cooks at the Ritz Hotel. Ed is promoted to chef because people think men make better chefs than women.

___ 10. Ted, Grant, and Carol all started work at Happy Harry's Hamburger Hideout on the same day. Ted and Grant now earn 20c an hour more than Carol even though they all do the same work.

___ 11. Have you heard about one of these three laws being violated?

___ 12. Which one?

___ 13. If so, what was the situation?

HOW TO INVESTIGATE CAREERS WORKSHEET

DIRECTIONS: Choose a career you want to know more about. Find the answers to the following questions.

I would like to know more about
(Name of Career)

What are 5 tasks a person in that job does?

How many hours a week will that worker put in on the job?

How much education is needed?

What special training is required?

How much money does the worker make?

What are the possibilities for promotion?

Where are these jobs located?

What is the outlook for the future for this job?

What are the advantages?	What are the disadvantages?

What part of this job would you like the least?

What part of this job would you enjoy the most?

How would you rate this job according to your interests and abilities? (Circle the correct response)

Very Low　Low　Average　Good　Excellent

PITFALLS IN CAREER PLANNING

DIRECTIONS: Ask a worker you know to fill out this worksheet for you.

Name ______________________________Occupation____________________

1. How much training did you have for the job you now hold? (Check one)

______No special training except on-the-job training
______Special training (six months or less)
______One or two years training
______College degree
______More than four years of training
______Other (Please specify)

2. When you were in school, what occupation did you think you wanted most?

____Why?

3. How many times did you change your mind about this job you wanted most? ________ Why did you change your mind?

4. List, in order, all the jobs you have had for pay.

5. How do you feel about the job you now hold?

______The job I have is terrific! I would not want to change my occupation.
______Most of the time, I enjoy what I am doing.
______The job is just an average job---not good, not bad.
______A few parts of my job are enjoyable.
______I dislike very much the job I have now.

6. What advice would you give teen-agers for planning a career?

TRAINING AND EDUCATION REQUIREMENTS WORKSHEET

DIRECTIONS: Use resource books. List five jobs in each section.

1. Jobs which are classed as civil service:

   1.

   2.

   3.

   4.

   5.

2. Jobs which do not require a high school diploma but only on-the-job training:

   1.

   2.

   3.

   4.

   5.

3. Jobs which require only a high school diploma and on-the-job training:

   1.

   2.

   3.

   4.

   5.

4. Jobs which require a special training period at a special school:

   1.

   2.

   3.

   4.

   5.

5. Jobs requiring a junior college associate degree:

   1.

   2.

   3.

   4.

   5.

6. Jobs requiring a college degree:

   1.

   2.

   3.

   4.

   5.

7. Jobs requiring a college degree plus additional training:

   1.

   2.

   3.

   4.

   5.

8. Jobs requiring an apprenticeship program:

   1.

   2.

   3.

   4.

   5.

TRAINING AND EDUCATION REQUIREMENTS WORKSHEET

DIRECTIONS: Name a job in which you are interested. Find the answers to the following questions.

Name of Job ______________________________

Describe the job by listing five duties of it:

1.

2.

3.

4.

5.

What training or education must one have **before** entering the job?

What training will one be required to have **after** entering the job?

Name jobs that one might have if advanced in position.

What training or education would one have to get in order to receive that advancement?

What are the qualifications (abilities) one must have to hold the job named?

Which of those qualifications do you now have?

Which qualifications do you still need?

Would you be willing to make the effort to become qualified?

If yes,what would be the first step you should take?

USING THE SERVICES OF CETA (COMPREHENSIVE EMPLOYMENT AND TRAINING ACT)*

Think About It:

What is CETA anyway?

Comprehensive
Employment and
Training
Act

But what is it? Money is given by the Federal Government to CETA. CETA then helps people who are out of work to find jobs. CETA sometimes pays for training people for jobs if these people need more skills. This training might be at a community college, or it might be on-the-job training.

CETA jobs are usually for short periods of time. The worker must try very hard to do a good job. If the worker does well, however, the employer may hire that worker permanently.

CETA workers will come to visit you on the job. They want to know if you are doing a good job.

CETA is a fairly new job source, one that you should not overlook.

Optional Activities:

1. I Am Tom Rice, And I Work For CETA

   Have a worker from the CETA office nearest you come to class. Ask that person to talk to the class about how CETA can help you get jobs. What are the steps one must follow? Who can have CETA jobs? What kind of jobs will CETA find for you? Does it cost any money to get a CETA job?

2. On Your Mark! Get Set! Go!

   Go as a group to the nearest CETA office. Talk with the workers there. Get to know about the different forms. Also go through the steps you might take to get to the CETA job. When you get back to school, on a city map

---

*From CARE Kit (Revised Edition), Illinois State Board of Education, 1979.

USING THE SERVICES OF CETA (COMPREHENSIVE EMPLOYMENT AND TRAINING ACT)

DIRECTIONS: Write "yes" before the statements which are true about CETA. Write "no" before the sentences which are not true.

______ 1. The letters "CETA" stand for Comprehensive Employment and Training Act.

______ 2. Even 12-year-olds can get a job through CETA.

______ 3. CETA helps people find jobs if they have been out of work.

______ 4. One thing CETA ***never*** does, is pay for training at a community college.

______ 5. When you go to CETA, you will need to fill out an application form.

______ 6. A CETA worker will then decide if you qualify for CETA help.

______ 7. Someone at CETA will talk to you. They will talk about what a good worker needs to do to keep a job.

______ 8. Some skills to learn about work are: learn to do the job well, go to work regularly, be on time.

______ 9. It is always easy for a CETA worker to find you a job.

______ 10. You may not have the skills needed for a job. Then the employer may train you on the job.

______ 11. CETA jobs are for short periods of time. The worker must try very hard to do a good job. Then the employer may hire that worker permanently.

______ 12. Once you have a job, you will never see CETA workers again.

______ 13. CETA may send you to a Community College or Trade School. Here you will learn skills to help you on the job.

______ 14. CETA is an old organization. It was started by Abraham Lincoln.

______ 15. Someone from the CETA office will come to visit you at work. They want to know if you are doing a good job.

DIRECTIONS: If the answer to the question is "yes , black that number in with your pencil. If the answer is "no," leave that square blank.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

SECRET MESSAGE ______________

WORKSHEET 24

INTERVIEWING WORKERS TO GET CAREER INFORMATION

DIRECTIONS: Ask your teacher for the name and address of a student who is now out of school and working. Write below the answers the worker gives.

Name of person interviewed: ____________________

Ask these questions:

How long have you been out of school? ____________

What was the last grade you finished? ____________

What jobs have you had? ____________________

____

Are you working now? ________ Where? ____________________

Have you had any training since you left school?

- _____ On-the-job training?
- _____ Special School? ____________________ (name of school)
- _____ Junior college? ____________________ (name of school)
- _____ 4-year college? ____________________ (name of school)

If you are working, what are 3 things you like about your job?

1. ____________________
2. ____________________
3. ____________________

If you are working, what are 3 things you do not like?

1. ____________________
2. ____________________
3. ____________________

Do you plan to change jobs soon? _______ Why? ____________________

What advice would you like to give the kids in school?

1. ____________________
2. ____________________

INTERVIEWING WORKERS TO GET CAREER INFORMATION

DIRECTIONS: Interview a worker who has an interesting job. Find out the information below. Return to class and report what you found out.

Job: Full-time _____

Person interviewed: ______________________________ Part-time _____

Job: ______________________ Place: ______________________

Tell 3 things the worker does on the job:

1. ______________________________

2. ______________________________

3. ______________________________

Does the worker need special clothing? ____________

If so, what? ______________________________

What tools does the worker use? ______________________________

Did the worker need special training? ____________

If so, how much? ____________ Where? ______________________

What is the starting wage? ________ Wage after 10 years? ________ Wage after 20 years? ________

How long has the worker had this job? ____________

What other jobs did the worker have before this one? ______________________

____

How long has the worker worked for this company? ____________

List three things the worker likes about the job:

1. ______________________________

2. ______________________________

3. ______________________________

List three things the worker does not like about the job:

1. ______________________________

2. ______________________________

3. ______________________________

If it were possible, would the worker change jobs? ______________________

Why? ______________________________

What job would the worker rather have? ______________________

Why? ______________________________

SYSTEMATIC DECISION-MAKING*

Goal:

To learn how to make decisions in a systematic way.

Objective:

Using a Carkhuff Method of decision-making, each student will be able to list 3 values, weight the values, rate the decision alternatives on a favorability scale, and compute the most favorable alternative with 90% accuracy.

Group Size:

Individual to a large group.

Materials Needed:

Paper/pencil, chalkboard or flipchart.

Process:

1. Introduction to the Topic

Explain that every day we have to make decisions such as what we'll wear, eat, when to leave for school, what homework assignment to study first, etc. We are also faced with larger decisions such as what subjects to take in school, whether or not to participate in extra-curricular activities, whether to work weekends or not. Ultimately we are faced with what should I do for a living to support myself when I leave school? Too often we make decisions based upon what others think, pressure from friends or family, or we just put off the decision until we have no options. This exercise will give you a method to make decisions in an orderly and systematic manner.

Next, ask students to give an example of a decision they are faced with. Examples might be: what courses should I take next semester? Should I go to the homecoming game? Should I go to college or not? Which summer jobs should I take? Write their suggestions on the board.

---

*Adapted from Ted Friel and Robert Carkhuff, The Art of Developing a Career (Amherst, MA: The Human Resource Development Press, 1974).

Next, ask how do you make a decision to these questions and have some degree of certainty that you are correct? Most often students will give you the pros and cons of an issue. Acknowledge that this is certainly a justified manner but explain that there is a way of being even more certain. That is what you are going to teach them now.

2. Steps in Decision-Making

a. Take an example that students can relate to. For illustrative purposes we will use selecting a summer job. The choices are: a counter waiter at Brigham's Ice Cream, the maintenance crew member for the Parks Department, or selling tickets at the drive-in. List these alternatives on the board (see Figure 1 ①).

b. Next, have students list 3 to 5 issues (values) or reasons that they should consider in taking a summer job. Examples might be: money they'd earn, hours they'd work, transportation problems to and from work, whether it is outdoors or indoors, will they be with friends, does it relate to what they'd like to do for a career after they graduate, etc. List these values vertically on the board (see Figure 1 ②).

c. Now ask the students, are these values of equal importance to you? They should say "no." Some students will want the job which pays most, others would want to be with friends; hopefully some will want a career-related job. Explain that in order to make a decision about the alternatives, you must make a decision about what values are most important to you. You do this by ranking the values on a scale from 1 to 10 as shown below. It would probably help to put this on the board.

10 My most important value
9
8 These are very important values
7
6 These values are of average importance
5
4
3 These are less important values
2
1 My least important value

For illustrative purposes let's assume that this person's values are in order:

- money - ("I need to save for after graduation")
- career-related - ("I want it to help my long term goal")
- transportational - ("I don't have a car")
- hours - ("I'd like to have my evenings free")
- friends - ("I'd like to work with my friends if possible")
- environment - ("I don't care if I work outside or in")

They are weighted as shown in Figure 1③.

d. The fourth step is to analyze each job alternative in terms of your values. To do this use the following scale (put on board).

++ Very Favorable
+ Favorable
+- Favorable or Unfavorable
- Unfavorable
-- Very Unfavorable

Now ask this question for each value:

"If I am a (the job), will I get (my value)?

For example, if I am a counter waiter, will I make $700 for the summer? (The goal of my most important value - money).

Using the example we have been using let's assume the following scenario. Being a counter waiter at Brigham's I can make $600 with tips. I'm interested in the food service field because it is the fastest growing industry. I will have to work some nights and a few weekends; I can take the bus because of the hours; it is inside and my friends will be around to see me. Figure 1④ shows the following favorability ratings.

The job on the maintenance crew I could earn.$800 but it is not career related; I'd have problems getting to work using the bus; the hours would be okay; none of my friends would be around; and it's hot work being outside all the time. The favorability rating appears on Figure 1⑤.

The job as movie ticket seller would be earning $450 because it would be part-time nights. It's not career related; I couldn't see my friends too much though I'd have free passes. Transportation is not too big a problem, but I'd have to take the bus late at night. The favorability rating appears on Figure 1⑥.

Figure 1

Decision Making Matrix ①

		Alternatives					
② Values	③ Weights	Counter Waiter ④	(4A)	Maintenance Crew ⑤	(5A)	Movie Ticket Seller ⑥	(6A)
Money	10	+	(+10)	++	(+20)	+	(+10)
Hours	5	+	(+ 5)	+	(+ 5)	-	(- 5)
Transportation	7	+	(+ 7)	-	(- 7)	-	(- 7)
Environment	1	++	(0)	+-	(0)	+-	(0)
Friends	3	+	(+ 3)	-	(- 3)	+-	(0)
Career Related	8	++	(+16)	-	(- 6)	-	(- 8)
			+41		+ 9		-10

e. To determine the most preferred or desirable job based upon your values, multiply each of your weights by the favorability scale levels. For example: 10 x "+" = 10 or 10 x "++" = 20, 5 x "-" = -5, and so forth. The weighted score for each job alternative is found by summing each of the columns (see Figure 1 4A 5A 6A). In this illustration the most preferable job would be the counter waiter at Brigham's. In other examples or situations, the differences may not be so distinct. A rule of thumb is that the most preferred alternative should be 75% of an ideal score (the ideal score would be "++" for each value). In the example we used the ideal score would have been 68. The score obtained, 41, is roughly 60% of the ideal score.

3. Review: The steps involved in systematic decision-making are:

   a. List the alternatives
   b. Define your values (what's important to you in considering the alternatives)
   c. Weigh the values on a scale of 1-10
   d. Evaluate each value against each alternative on a 5-point favorability scale (++ to --)
   e. Multiply the value weight by the favorability scale levels
   f. Add the totals for each column
   g. Analyze each alternative to determine why one is more preferred than the other(s)

LEARNING TO MAKE DECISIONS

DIRECTIONS: Think of some of the decisions you made yesterday. Fill in the blanks. At first you may say you did not make that many decisions. But think carefully . . .

Question you asked yourself	Choices — circle the one you decided upon	Was it a good decision? Why?
Example: What shall I eat?	Salad — Sandwich — [✓ Pizza] Yogurt — Candy bar	No, because I want to lose weight
1.		
2.		
3.		
4.		
5.		
6.		

JOB SOURCES

DIRECTIONS: Family, friends, and neighbors who work are job sources. On the sheet below, think of people you know who work where teen-agers are hired. Fill in the blanks.

A PERSON YOU KNOW TO ASK	PLACE WHERE THAT PERSONS WORKS	A JOB A 14 - or 15 - YEAR-OLD MIGHT GET THERE
FAMILY 1.		
2.		
3.		
FRIENDS OF FAMILY 1.		
2.		
3.		
NEIGHBORS 1.		
2.		
3.		
SCHOOL FRIENDS WHO WORK 1.		
2.		
3.		

JOB SOURCES

DIRECTIONS: A person who wants to find a job must check out many leads. Look through the list below. Mark "yes" before the sources which might help you find a job. Mark "no" before the sources which probably would not be a good job source. Be ready to defend your answers.

____ 1. Ask friends at school
____ 2. Telephone a business
____ 3. Look at "Help Wanted" ads
____ 4. Write to the governor
____ 5. Place an ad in "Jobs Wanted" section of newspaper
____ 6. Ask the grocery store manager
____ 7. Ask parents
____ 8. Check at the State Employment Service
____ 9. Look in **Time** magazine
____10. Check at a Private Employment Agency
____11. Call the CETA office
____12. Ask relatives
____13. Look in "Jobs Wanted" ads
____14. Talk to department store personnel manager
____15. Ask at a fast food business
____16. Call the radio station

Think of businesses and organizations in your area who hire teenagers.

DIRECTIONS: List one person or business in your area that you could use as a contact person for a job for you. If you do not know the person's name, use his or her title.

If I Wanted A Job As:	One Business Or Organization To Go To Would Be:	The Person I Would Contact Would Be:
A Dishwasher or Busperson		
A Child Care Attendant		
A Sales Clerk		
A Library Helper		
A Grocery Store Carryout or Stocker		
A Nurse's Aide		

SEEKING PEOPLE TO SERVE AS REFERENCES

DIRECTIONS: Take this sheet home with you. Ask 4 people to be references for you. Be sure they are people who would say nice things about you if an employer called them.

List the four below:

Name ______________________________
Address ______________________________
____
Phone ____________________

Name ______________________________
Address ______________________________
____
Phone ____________________

Name ______________________________
Address ______________________________
____
Phone ____________________

Name ______________________________
Address ______________________________
____
Phone ____________________

When completed hand to your teacher.

STUDENT ACTIVITIES

THE SOURCE OF THE FOLLOWING MATERIAL IS:

Methods and Materials for Teaching Occupational Survival Skills
Illinois State Board of Education
Department of Adult, Vocational and Technical Education

Student Worksheet #4

Interview with Business Workers

Name of Worker:

Name of Organization:

Title of Worker's Job:

1. How long have you worked for this organization?

2. What was the title of your first job in this organization?

3. Please explain what you do on your job.

4. How does your job contribute to the goals of the organization?

5. Do you supervise anybody as a part of your job? If yes, how many people? If yes, how do you feel about supervising other people?

6. What do you like most about working for ______________________ (name of organization)?

7. What do you dislike most about working for ____________________ (name of organization)?

8. What do you expect to be doing five years from now? Ten years?

9. What advice would you give a young person about to enter a work organization?

Instruction Sheet III (p. 2)

EXPLORING JOBS

Student's Name ______________________ **Date** __________

Title of job ______________________

List the names of books or other materials used, or persons interviewed ______________________

____

Job Requirements

What education and/or training is needed? ______________________

____

List any special abilities needed (verbal, numerical, mechanical, etc.) ______________________

____

Do you need a license or special certificate to do this work? ______________________

List any other requirements. ______________________

Job Description

What are the duties? ______________________

____

____

Check (✓) the kinds of interests that are related to this job. (This question may be omitted if the information is not available.)

☐ artistic
☐ clerical
☐ computational
☐ mechanical
☐ literary
☐ musical
☐ outdoor
☐ scientific
☐ persuasive
☐ social service

Check (✓) any special working conditions associated with this job.

☐ routine, unchanging work
☐ work that changes a lot
☐ work under supervision
☐ work without supervision
☐ work mostly with others
☐ work mostly alone
☐ very little movement
☐ heavy physical work
☐ dangerous work
☐ night or weekend work
☐ extreme heat or cold
☐ get dirty or greasy
☐ high pressure work
☐ much travel
☐ all inside work
☐ loud noise

Does the job have any other special working conditions? Describe them. ______________________

____

What is the pay or pay range? ______________________

Job Future

What are the chances for advancement? ______________________

____

What are the chances for staying employed in this job (employment outlook)?

____

In Your Opinion . . .

What are the major advantages of this job? ______________________

____

What are the major disadvantages of this job? ______________________

____

Item 11. L.

Attachment 5

CITY AND COUNTY OF DENVER

Upon recommendation of the Denver Employment and Training Administration the Private Industry Council of the City and County of Denver certifies

____

as competent in PRE-EMPLOYMENT SKILLS

WORK MATURITY SKILLS

____________________	____________________
Director of DETA	PIC Representative

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competency. The rating for each task should reflect employability readiness.

Rating Scale:
3 Above Average
2 Acceptable
1 Needs Improvement
N No Exposure/Not Observed

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Item 11 M.

Update: ____________ (name) (date)
____________ (name) (date)
____________ (name) (date)

3	2	1	N	Getting a Job
				1 Identify personal strengths/weaknesses/barriers that relate to employment
				2 Identify realistic work preferences (environment, demands, benefits, salary)
				3 Research the job market
				4 Write a resume
				5 Write a letter of application for a job
				6 Complete an employment application form
				7 Practice answering interview questions
				8 Practice nonverbal interview behavior
				9 Practice specialized tests that employers might require
				10 Arrange a job interview
				11 Take part in a job interview
				12 Follow up the job interview with a letter, phone call, or visit
				13 Compare and evaluate job offers and opportunities
				14 Choose the job offer that best fits personal interests, aptitudes, and skills
				____________________
				____________________

3	2	1	Keeping a Job
			1 Time Requirements (demonstrates punctuality, acceptable attendance, and efficiency on the job)
			2 Task Completion (understands and meets expectations, applies training to work, continues difficult tasks until completed, satisfies quantity and quality standards)
			3 Safety (safely maintains equipment, tools, and work areas, observes rules and regulations)
			4 Coping (is able to handle job tensions, demonstrates self control, anticipates and deals with change)
			5 Grooming/Health Care (dresses and maintains self appropriately, demonstrates physical health care and cleanliness)
			6 Communication (knows when to listen, uses appropriate nonverbal skills, effectively expresses self in a clear and logical manner)
			7 Personal Responsibilities (satisfies the legal and financial aspects of employment, understands the influence of transportation, housing, and relationships on job performance)
			8 Dependability (demonstrates truthfulness and reliability in the use of privileges and property can be trusted)
			9 Respect (accepts individual differences, treats others with tact and consideration, accepts the line of authority)
			10 Cooperation (demonstrates willingness to contribute and work with others, assists others in problem-solving)
			____________________
			____________________

3	2	1	Advancing in a Job
			1 Ambition (desires to advance, demonstrates initiative, accepts opportunities for greater respon
			2 Improvement/Growth (desires to and progress, seeks ways to ad skills and job performance)
			3 Decision-Making/Problem-Solvin (realistically plans and sets goa assesses risks and consequenc demonstrates creativity, makes appropriate choices)
			4 Confidence (believes in self and demonstrates independence an responsibility)
			5 Leadership (gets others to coop channel their efforts towards a c goal)
			6 Appreciation (recognizes others' contributions; responds to accomplishments)
			7 Enthusiasm (demonstrates eage cheerfulness, is an energetic wo
			8 Commitment (cares about qualit and product, demonstrates loyalt support for employers and cowo stands up for personal values)
			____________________
			____________________

COMPETENCY SCORECARD

ASSESSMENT

PARTICIPANT______________________DATE___________COUNSELOR_____________

INSTRUCTIONS: PLACE APPROPRIATE NUMBER IN RATING COLUMN.

1= Non-Descriptive 2= Somewhat Descriptive 3= Descriptive

RATING CRITERIA	RATING
1. The participant completed the CPP Planning Report activities.	__________
2. The participant completed the CPP Career Guidebook activities.	__________

Check if total score is 5 or greater ____________.
(Five points equals 83%)

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COMPETENCY SCORECARD

Barriers to Employment Rating

PARTICIPANT______________________ DATE_________ COUNSELOR____________

INSTRUCTIONS: Place appropriate number in rating column

1= Non-Descriptive 2= Somewhat Descriptive 3= Descriptive

RATING CRITERIA	RATING
1. The participant completed the exercise	______
2. The participant identified 3 barriers to employment	______
3. Methods to overcome barriers are relevant to the work world	______
4. Methods to overcome barriers are relevant to the participant's capabilities	______

Check if total score is 10 or greater ________.
(Ten points equals 83%)

COMPETENCY SCORECARD

JOB SEEKING SKILLS

PARTICIPANT____________________ DATE___________ COUNSELOR___________

	Pre-test Score	Post-test Score	80% or Above?
1. SEEKING A JOB	_______	_______	______
2. JOB APPLICATION FORMS	_______	_______	_______
3. PERFORMANCE TEST	_______	_______	_______
4. JOB INTERVIEW	_______	_______	_______
5. PERFORMANCE TEST	_______	_______	_______

Check if 80% or above in all five items________.

COMPETENCY SCORECARD

WORK MATURITY JOB SKILLS

PARTICIPANT____________________ DATE_________ COUNSELOR______________

	Pre-test Score	Post-test Score	80% or Above?
1. WORK HABITS	_______	_________	_______
2. WORKERS' BENEFITS	_______	________	________

Check if 80% or above in both units _______.

FINAL COMPETENCY SCORECARD

PARTICIPANT____________________ DATE__________ COUNSELOR______________

	Post-test Score	Score 80% or above YES	Score 80% or above NO
1. ASSESSMENT	_________	___	___
2. BARRIER	_________	___	___
3. SEEKING A JOB	_________	___	___
4. JOB APPLICATION FORM	_________	___	___
5. JOB APPLICATION PERFORMANCE TEST	_________	___	___
6. JOB INTERVIEW	_________	___	___
7. JOB INTERVIEW PERFORMANCE TEST	_________	___	___
8. WORK HABITS	_________	___	___
9. WORKERS' BENEFITS	_________	___	___

Check if all NINE competencies attained __________.

SAMPLE PRE-EMPLOYMENT AND WORK MATURITY SKILLS COMPETENCY SYSTEM

Competencies	Competency Indicators	Benchmarks	Assessment
The participant:	The participant:	The participant:	
1. Has accurate knowledge of his or her own values, interests, aptitudes, strengths and weaknesses	1. Will be able to describe in verbal and/or written form his/her own values, interests, aptitudes, strengths and weaknesses	1. a. Can identify three (3) work values that are important to him/her in deciding whether or not to accept a job. (example: The job I want would allow me to work outdoors, would involve a lot of physical activity, and would allow me to work alone most of the time)	1. a. Written and/or verbal questions
		b. Can list ten (10) activities he/she enjoys doing	b. Written and/or verbal questions
		c. Can list five (5) skills he/she has demonstrated	c. Written and/or verbal questions
		d. Can identify his/her strongest personal characteristic	d. Written and/or verbal questions
		e. Can identify at least two (2) areas he/she may need to improve in	e. Written and/or verbal questions
2. Identifies realistic career goals based on knowledge of careers and comparison of his/her own values, interests and aptitudes	2. Will identify and describe three (3) career objectives and explain how his/her values, interests, and aptitudes demonstrate potential for the career objectives	2. a. Can list three (3) careers of interest	a. Written and/or verbal questions, including GATB and interest surveys
		b. Can describe major duties in the careers of interest	b. Written and/or verbal questions, including GATB and interest surveys
		c. Can describe entry requirements for careers of interest	c. Written and/or verbal questions, including GATB and interest surveys
		d. Can relate past work experience, education, test scores, and/or interests to career areas	d. Written and/or verbal questions, including GATB and interest surveys
3. Shows responsibility and dependability in attendance, punctuality and carrying out assigned tasks	3. Will be in attendance, on time for appointments, classes and/or work with completed assignments and/or other required information	3. a. Attends all apointments on time	3. a. Observation of behavior
		b. Brings all requested information to appointments	b. Observation of behavior

Competencies	Competency Indicators	Benchmarks	Assessment
		3. c.Does not miss more than one (1) out of 30 scheduled days of class and/or work	3. c.Observation of behavior
		d.Is ready to start class and/or work on time at the start of the day,after breaks and after lunch at least 95% of the time	d.Observation of behavior
		e.Does not leave early more than one (1) time out of 30 scheduled days of class and/or work	e.Observation of behavior
		f.Turns in all assigned work on time	e.Observation of behavior
		g.Appears rested and alert	g.Observation of behavior
		h.Knows and follows program rules and regulations	h.Observation of behavior
4. Accepts guidance, criticism and assignments from instructor or supervisor	4. Will be open and willing to try new activities and methods, as opposed to being defensive and unwilling to hear suggestions	4. a.Accepts criticism without making excuses, blaming other, or showing hurt or anger	4. a.Observation of behavior
		b.Trys suggestion/activities without complaining	b.Observation of behavior
		c.Uses information from others to make changes	c.Observation of behavior
		d.Redoes unacceptable work without a negative reaction when asked to do so by an instructor and/or supervisor	d.Observation of behavior
5. Shows willingness to work and develop more advanced skills	5. Will complete tasks as thoroughly and accurately as possible and will look for other tasks when his/her's are completed	5. a.Actively participated in program activities	5. a.Observation of behavior
		b.Ready to work at all times	b.Observation of behavior
		c.Able to work on assigned tasks in a group situation for at least 15 min-without being distracted	c.Observation of behavior
		d.Works on assigned tasks until completion without stopping except for appropriate reasons	d.Observation of behavior

Competencies	Competency Indicators	Benchmarks	Assessment
		5. e.Able to identify work that is not done and then complete the task as expected	5. e.Observation of behavior
		f.Requests more work/information when his/her assigned tasks are completed	f.Observation of behavior
		g.Completes work in such a manner that it does not have to be given back to be done over	g.Observation of behavior
6. Plans and organizes her/his job responsibilities	6. Will complete tasks in a timely manner, using his/her time wisely and fully	6. a.Makes a schedule of tasks and the order in which they are to be done when working on assigned lesson/job	6. a.Product review
		b.Asks questions prior to starting tasks so task is completed properly the first time	b.Observation of behavior and product review
		c.Completes assignments on time	c.Observation of behavior and product review
7. Maintains constructive and proper relationships with others	7. Will demonstrate ability to get along with and cooperate with teachers, supervisors and co-workers or fellow students	7. a.Recognizes behaviors of others that he/she dislikes and can name three(3)	7. a.Verbal and/or written questions
		b.Recognizes his/her own behavior that others might dislike and can name two(2)	b.Verbal and/or written questions
		c.Accepts authority	c.Observation of behavior
		d.Shows courtesy to others	d.Observation of behavior
		e.Displays pleasantness and friendliness	e.Observation of behavior
		f.Attempts to involve others in discussions	f.Observation of behavior
		g.Accepts differences in others	g.Observation of behavior
		h.Displays optimism or positive attitude	h.Observation of behavior
		i.Uses tact	i.Observation of behavior
		j.Cooperates	j.Observation of behavior
		k.Dresses appropriately for situation	k.Observation of behavior
		l.Displays good personal hygiene	l.Observation of behavior

Competencies	Competency Indicators	Benchmarks	Assessment
8. Demonstrates the ability to communicate effectively	8. Will be able to listen, understand, and respond so that he/she is understood in written or verbal form	8. a.Demonstrates comprehension of simple verbal instructions by performing tasks described	8 a.Product review
		b.Follows simple written directions	b.Product review
		c.Asks questions when he/she doesn't understand	c.Observation of behavior
		d.Can read at a 9th grade level	d.Written and/or verbal questions
		e.Can name ten(10) Blocks to Communication	e.Written and/or verbal questions
		f.Does not interrupt others	f.Observation of behavior
		g.Maintains eye contact	g.Observation of behavior
		h.Displays understanding of Body Language	h.Written and/or verbal questions
		i.Expresses self without using slang, "street talk", or profanity	i. Observation of Behavior
		j.Uses proper grammar	j.Observation of behavior
		k.Clearly and concisely describes one work experience verbally	k.Written and/or verbal questions
		l.Clearly and concisely describes one work experience in writing	l. Product Review
		m.Can complete assignments without spelling errors	m.Product review
		n.Written work is neat and readable with no crossouts or writeovers	n.Product review
		o.Speaks in a voice that can be comfortably heard	o.Observation of behavior
9. Has job seeking skills	9. Will be able to complete an application, a resume, and a cover letter; have proper references; give an interview; and put together a job search strategy	9. a.Completes application in black or dark blue ink without crossouts or errors	a.Product review
		b.Completes application in legible printing and/or writing as directions require	b.Product review
		c.All questions on application are answered fully	c.Product review

Competencies	Competency Indicators	Benchmarks	Assessment
		9. d.Information is accurate on application	9. d.Product review
		e.All directions on application are followed	e.Product review
		f.Application contains no spelling or grammatical errors	f.Product review
		g.Has completed a fact sheet for use in completing application	g.Product review
		h.Can name three (3) main resume styles	h.Written and/or verbal questions
		i.Has completed at least one (1) resume	i.Product review
		j.Has completed at least one (1) cover letter	j.Product Review
		k.Can answer at least nine (9) of ten (10) questions correctly demonstrating knowledge of appropriate references	k.Written and/or verbal questions
		l.Has a list of at least three (3) personal references including names, addresses and phone numbers	l.Product review
		m.Has a list of at least two (2) professional references including names, addresses and phone numbers	m.Product review
		n.Has at least two (2) letters of reference	n.Product review
		o.Can introduce self and explain job applying for	o.Observation of behavior
		p.Dresses appropriately for job for which applying	p.Observation of behavior
		q.Avoids nervous mannerisms	q.Observation of behavior
		r.Shows interest and enthusiam	r.Observation of behavior
		s.Maintains eye contact and good posture	s.Observation of behavior
		t.Responses are audible and encourage a natural continuation of conversation	t.Observation of behavior
		u.Responds with information, specific and directly related to question asked	u.Observation of behavior

DATE SCH[illegible] TO EXIT PROGRAM:
DATE ACTUALLY LEAVES PROGRAM:
JTPA STAFF:
INSTRUCTOR:

EMPLOYABILITY PROFILE RECORD

Participant Name:	Social Security Number:	Date Entered Program:	Original Assessment		1st Review Date:		2nd Review Date:		3rd Review Date:		End of Program	
ACHIEVED PRE-EMPLOYMENT AND WORK MATURITY COMPETENCIES			YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
SELF AWARENESS 1. NAMED THREE (3) WORK VALUES 2. LISTED TEN (10) ACTIVITIES HE/SHE ENJOYS 3. LISTED FIVE (5) SKILLS HE/SHE HAS DEMONSTRATED 4. IDENTIFIED STRONGEST PERSONAL CHARACTERISTIC 5. IDENTIFIED TWO (2) AREAS FOR IMPROVEMENT												
CAREER GOAL SETTING 1. IDENTIFIED THREE (3) CAREERS OF INTEREST 2. DESCRIBED MAJOR DUTIES IN CAREERS OF INTEREST 3. DESCRIBED ENTRY REQUIREMENTS FOR CAREERS OF INTEREST 4. RELATED SELF KNOWLEDGE TO CAREERS OF INTEREST												
WORK ATTITUDES AND HABITS 1. KEPT APPOINTMENTS ON TIME 2. BROUGHT REQUESTED INFORMATION TO APPOINTMENTS 3. MET ESTABLISHED CLASS/WORK ATTENDANCE REQUIREMENTS A. Attended sessions B. Prompt C. Stayed to end of sessions 4. TURNED IN ALL ASSIGNED WORK ON TIME 5. APPEARED RESTED AND ALERT 6. KNEW AND FOLLOWED RULES AND REGULATIONS												

EMPLOYABILITY PROFILE RECORD

ACHIEVED PRE-EMPLOYMENT AND WORK MATURITY COMPETENCIES	ORIGINAL ASSESSMENT		1st Review DATE:		2nd Review DATE:		3rd Review DATE:		End of Program	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
WORK ATTITUDES AND HABITS										
7. ACCEPTED CRITICISM										
8. TRIED SUGGESTIONS/ACTIVITIES WITHOUT COMPLAINT										
9. USED INFORMATION FROM OTHERS TO MAKE POSITIVE CHANGES										
10. REDID UNACCEPTABLE WORK WITHOUT NEGATIVE REACTIONS										
11. ACTIVELY PARTICIPATED IN PROGRAM ACTIVITIES										
12. WAS READY TO WORK AT ALL TIMES										
13. WORKED ON ASSIGNED TASKS WITHOUT BEING DISTRACTED										
14. WORKED ON TASKS TO COMPLETION WITHOUT STOPPING										
15. IDENTIFIED WORK THAT WAS NOT DONE										
16. REQUESTED MORE TASKS WHEN HIS/HERS WERE COMPLETED										
17. COMPLETED WORK IN ACCEPTABLE FORM										
18. MADE SCHEDULE OF TASKS TO BE DONE										
19. ASKED QUESTIONS TO LEAD TO UNDERSTANDING PRIOR TO STARTING TASKS										
20. COMPLETED TASKS ON TIME										
ABILITY TO GET ALONG WITH OTHERS										
1. RECOGNIZED UNACCEPTABLE BEHAVIORS IN OTHERS										
2. RECOGNIZED UNACCEPTABLE BEHAVIOR IN SELF										
3. ACCEPTED AUTHORITY										
4. SHOWED COURTESY TO OTHERS										
5. DISPLAYED PLEASANTNESS AND FRIENDLINESS										
6. ATTEMPTED TO INVOLVE OTHERS										

EMPLOYABILITY PROFILE RECORD

	ORIGINAL ASSESSMENT		1st Review DATE:		2nd Review DATE:		3rd Review DATE:		End of Program	
ACHIEVED PRE-EMPLOYMENT AND WORK MATURITY COMPETENCIES	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
ABILITY TO GET ALONG WITH OTHERS										
7. ACCEPTED DIFFERENCES IN OTHERS										
8. DISPLAYED OPTIMISM OR POSITIVE ATTITUDE										
9. USED TACT										
10. COOPERATED WITH OTHERS										
11. DRESSED APPROPRIATELY FOR SITUATION										
12. DISPLAYED GOOD PERSONAL HYGIENE										
COMMUNICATION SKILLS										
1. COMPREHENDED SIMPLE VERBAL INSTRUCTIONS										
2. FOLLOWED SIMPLE WRITTEN DIRECTIONS										
3. ASKED QUESTIONS WHEN DIDN'T UNDERSTAND										
4. READ AT A 9TH GRADE LEVEL										
5. KNEW COMMUNICATION BLOCKS										
6. DIDN'T INTERRUPT OTHERS										
7. MAINTAINED EYE CONTACT										
8. DISPLAYED UNDERSTANDING OF BODY LANGUAGE										
9. DIDN'T USE SLANG, STREET TALK, OR PROFANITY										
10. USED PROPER GRAMMAR										
11. DESCRIBED ONE WORK EXPERIENCE ORALLY										
12. DESCRIBED ONE WORK EXPERIENCE IN WRITING										
13. COMPLETED ASSIGNMENTS WITH NO SPELLING ERRORS										
14. WORK WAS NEAT AND READABLE										
15. SPOKE IN A VOICE THAT COULD BE HEARD										

EMPLOYABILITY PROFILE RECORD

	ORIGINAL ASSESSMENT		1st Review DATE:		2nd Review DATE:		3rd Review DATE:		End of Program		
ACHIEVED PRE-EMPLOYMENT AND WORK MATURITY COMPETENCIES	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
JOB SEEKING SKILLS											
1. APPLICATIONS											
A. Done in ink with no crossouts or errors											
B. Writing/printing was legible											
C. All questions were answered											
D. Information was accurate											
E. All directions were followed											
F Were no spelling or grammatical errors											
G. Completed a fact sheet											
2. RESUMES/COVER LETTERS											
A. Could name three (3) main resume styles											
B. Completed at least one (1) resumé											
C. Completed at least one (1) cover letter											
3. REFERENCES											
A. Demonstrated knowledge of appropriate references											
B. Listed three (3) personal references											
C. Listed two (2) professional references											
D. Obtained two (2) letters of references											

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EMPLOYABILITY PROFILE RECORD

ACHIEVED PRE-EMPLOYMENT AND WORK MATURITY COMPETENCIES	ORIGINAL ASSESSMENT		1st Review DATE:		2nd Review DATE:		3rd Review DATE:		End of Program	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
JOB SEEKING SKILLS										
4. INTERVIEWS										
A. Introduced self and explained job applying for										
B. Dressed appropriately										
C. Avoided nervous mannerisms										
D. Showed interest and enthusiasm										
E. Maintained eye contact and good posture										
F. Spoke in conversational tone that was easily heard										
G. All answers were appropriate for questions asked										
H. Communicated qualifications, abilities and experience										
I. Asked appropriate questions										
J. Exited in a friendly and appropriate manner										
5. JOB SEARCH STRATEGY										
A. Demonstrated knowledge of job lead resources										
B. Developed job search plan										
C. Made minimum of three (3) contacts per day										
D. Made follow-up contacts										
E. Maintained records of contacts										

COMMENTS:

Original	
First Review	
Second Review	

EMPLOYABILITY PROFILE RECORD

Third Review	
Final Review	

Planned Exit Date:

Actual Exit Date:

Supervisor

JTPA Staff

Participant

CERTIFICATE OF COMPETENCIES ATTAINMENT, PRE-EMPLOYMENT AND WORK MATURITY SKILLS

This is to certify that Paul Participant has decided on Building Maintenance as his career goal.

Paul has selected this career based on his interests in learning basic repair methods and using tools, his past experience performing minor repairs at home, his desire to work at a variety of tasks on his own, and his GATB results which demonstrate aptitude for this work.

In addition Paul has demonstrated the following GOOD WORK HABITS AND ATTITUDES, ABILITIES TO GET ALONG WITH OTHERS, AND COMMUNICATION SKILLS WHICH HELP AN INDIVIDUAL BECOME A GOOD EMPLOYEE: (CHECK THOSE WHICH APPLY)

(✓) 1. SHOWS RESPONSIBILITY AND DEPENDABILITY IN ATTENDANCE, PUNCTUALITY AND PERFORMING ASSIGNED TASKS.

(✓) 2. PLANS AND ORGANIZES JOB RESPONSIBILITIES.

(✓) 3. SHOWS WILLINGNESS TO WORK AND DEVELOP MORE ADVANCED SKILLS.

(✓) 4. MAINTAINS CONSTRUCTIVE AND PROPER RELATIONSHIPS WITH OTHERS.

✓) 5. ACCEPTS GUIDANCE, CRITICISM AND ASSIGNMENTS WILLINGLY.

✓ 6. DEMONSTRATES ABILITY TO COMMUNICATE EFFECTIVELY

Given this 30th day of March, 1984.

Irene Instructor	Gina Generalist	Donald Director
Instructor	JTPA Staff	Director

CERTIFICATE OF COMPETENCIES ATTAINMENT, JOB SEEKING SKILLS

This is to certify that ________________________________ has achieved competency in the **following JOB SEEKING SKILLS:** (check those that apply)

- ( ) Completing Applications
- ( ) Writing Resumes and Cover Letters
- ( ) Using References
- ( ) Interviewing
- ( ) Following a Job Search Plan

Issued this ________ day of _____________. 19__.

________________________	________________________	________________________
Instructor	JTPA Staff	Director

CHAPTER 12. APPENDIX ITEMS

A. Southern Nevada Employment and Training Program 1039
  - Instructional Areas: Reading, Writing Skills, Mathematics

B. Humboldt County (California) Private Industry Council 1055
  - Basic Education Skills: Account Clerk/Assistant Bookkeeper, etc.

C. Humboldt County (California) Private Industry Council 1065
  - Basic Education Skills: Retail/Sales Clerk

D. 1071
  - Examples of Functional/Applied Basic Education Skills: Mathematics, Computer, Reading, Writing, and Communication

E. District One Technical Institute, Eau Claire, Wisconsin 1077
  - Sample Forms to Analyze Need for Certain Basic Education Competencies: Listening, Speaking, Writing, Reading

Item 12 A.

Instructional Areas

Reading
Writing Skills
Mathematics

PROGRAM OBJECTIVES

Remedial Reading

Grades 5-8

This course is designed to assist remedial students in achieving functional literacy. They will develop basic word attack, vocabulary, comprehension, listening, study, and basic life reading skills.

I. **Word recognition and word attack skills**
  A. **Prereading skills**
    1. **Visual skills**
      a) Orientation. The learner demonstrates understanding of the importance of orientation in letter forms (e.g., *bd, pq, un*) by correctly matching identical letters.
      b) Order. The learner demonstrates understanding of left-to-right order in printed words by correctly matching identical words (e.g., *on/no . . . on*).
      c) Detail. The learner demonstrates understanding of the importance of detail in words by correctly matching identical words when similar distractors are present (e.g., *clear/cleat . . . clear*).
    2. Sound skills
      a) Matching. The learner matches phonemes in isolation with the same sounds in words (e.g., */sh/ . . . shoe*).
      b) Blending. The learner blends isolated phonemes into words (e.g., */p/ /a/ /t/ — pat*).
  B. Sight words
    The learner recognizes (enunciates) at sight printed words that occur with high frequency in printed materials and are in the adult spoken vocabulary.
  C. Phonics
    1. Single consonant sounds
      a) Beginning consonants. Given oral presentation of real or nonsense words, the learner
        - identifies the letter that stands for the initial sound; or
        - supplies another word that begins with the same sound.
      b) Ending consonants. Given oral presentation of real or nonsense words, the learner
        - identifies the letter that stands for the ending sound; or
        - supplies another word that ends with the same sound.
      c) Variant sounds of consonants. Given words containing variant sounds of *c, s,* and *g* (e.g., *cake—city, sit—trees, go—giant*), the learner indicates whether the underlined letters in given pairs of words have the same or different sounds.
    2. Consonant blends
      a) Two-letter consonant blends. Given real or nonsense words that begin with the consonant blends *bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, st, sk, sm, sp, sw,* and *sn*, the learner
        - identifies the two letters that stand for the initial blend in words presented orally; or
        - identifies words that begin with the same blend as a stimulus word presented orally; or
        - correctly pronounces words that begin with the blends above.
      b) Three-letter consonant blends. The learner identifies the letters in the three-letter blends *scr, shr, spl, spr, str,* and *thr*, in real or nonsense words presented orally.
    3. Consonant digraphs
      Given oral presentation of real or nonsense words, the learner identifies the letters in the two-consonant combinations *sh, ch, ph, th, nk, ng,* and *wh* that result in a single sound.
    4. Silent consonants
      Given words containing silent consonants (e.g., *knife, flight*), the learner
      - identifies the silent letters; or
      - correctly pronounces words containing silent letters.

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5. Vowel sounds
   a) Short vowels. Given an orally presented one-syllable word with a single short vowel sound (e.g., *man, duck, doll, hop*), the learner
      - identifies the letter that stands for the vowel sound; or
      - reproduces the vowel sound.

   b) Long vowels. The learner
      - identifies the letter that stands for a single vowel sound in orally presented real or nonsense words (e.g., *nose, brile, cheese, seat, labe, mab*) and indicates whether the sound is long or short; or
      - correctly pronounces real or nonsense words with a single vowel sound.

   c) The schwa. Given real words in which the schwa sound occurs, the learner
      - identifies the vowel with the schwa sound; or
      - correctly pronounces the word.

   d) Diphthongs. Given words containing *oi, oy, ou,* or *ow*, the learner
      - identifies the diphthong in nonsense words presented orally; or
      - correctly pronounces words containing diphthongs.

6. Vowel generalizations
   a) Short vowel. Given real or nonsense words in which there is a single vowel and a final consonant (e.g., *bag, his, cat, gum*), the learner
      - tells whether the words are pronounced according to the generalization; or
      - pronounces the words giving the vowel its short sound.

   b) Silent *e*. Given real or nonsense words that have two vowels, one of which is a final *e* separated from the first vowel by a consonant (e.g., *cake, cube, mape, jome*), the learner
      - tells whether the words are pronounced according to the generalization; or
      - first attempts pronunciation by making the first vowel long and the final *e* silent.

   c) Two vowels together. Given real or nonsense words that have two consecutive vowels (e.g., *boat, meet, bait, deach*), the learner
      - tells whether the words are pronounced according to the generalization; or
      - first attempts pronunciation by making the first vowel long and the second vowel silent.

   d) Final vowel. Given real or nonsense words in which the only vowel is at the end (e.g., *go, she, thi*), the learner
      - tells whether the words are pronounced according to the generalization; or
      - pronounces the words giving the vowel its long sound.

   Note: Students should recognize that some familiar sight words are exceptions to the above generalizations.

D. Structural analysis

1. Base words
   The learner identifies the base (or component) words in familiar compound, inflected, and affixed words, and in contractions.
2. Plural and possessive forms
   The learner identifies plural and possessive forms of words ending in *s*.
3. Syllabication
   The learner divides words into pronounceable bits by identifying single-vowel-sound units.
4. Accent
   The learner indicates the accented syllable (part) in multisyllabic words in the adult spoken vocabulary.

II. Comprehension and advanced skills

A. Comprehension skills

1. Getting meaning from words

a) Affixes. The learner recognizes that an affix can modify the meaning of a base word and/or help identify the grammatical function of the base word.

b) Homophones. Given a sentence context, the learner correctly chooses between homophones.

c) Homonyms. Given homonyms in varied contexts, the learner chooses the meaning appropriate to a given context.

d) Synonyms and antonyms. The learner tells whether the words in a given pair have the same, opposite, or simply different meanings.

e) Context clues

(1) Explicit. The learner uses explicit context clues (e.g., synonym, definition, equivalent phrase, summary) to determine the meaning of an unfamiliar word in context.

(2) Explicit with application. The learner determines the meaning of an unfamiliar word in a context which contains explicit clues (e.g., synonym, definition, equivalent phrase, summary) and then applies that meaning in a second context where the same unfamiliar word appears but no explicit clues are present.

(3) Implicit. The learner determines the meaning of an unfamiliar word in a context which contains implicit clues (e.g., cause/effect, contrast, example, modifying phrase) and then applies that meaning in a second context where the same unfamiliar word appears but no implicit clues are present.

(4) Alternative meanings. The learner uses explicit and implicit context clues to determine the obscure meaning of a familiar word in context.

f) Organization cues. The learner identifies words that

- signal a qualification or contradiction (*but, not*);
- signal comparison or contrast (*like, different*);
- indicate a relationship of place (*under, there*);
- indicate a relationship of time or sequence (*before, while*);
- indicate a relationship of choice (*either, or*);
- indicate cause and effect (*because, therefore*);
- indicate parts of a whole (*and, moreover*);
- introduce examples or generalizations (*for example, namely*);
- signal a logical development of a point (*if . . . then; thus, so*);
- signal relative importance of ideas (*most important, especially*); or
- indicate alternatives or possibilities (*which, whether*).

2. Getting meaning from sentences

a) Sentence structure: simple

(1) Analysis. The learner attends to and derives meaning from the details in simple positive and negative sentences written in the active voice.

(2) Synthesis. The learner restates (a) simple positive sentences in the positive and in the negative and (b) simple negative sentences in the positive and in the negative by rearranging the order of words in the sentence and/or by substituting for one or more words

- *b)* Sentence structure: compound or complex
  - (1) Analysis. The learner attends to and derives meaning from the details in active and passive voice sentences with a phrase or clause between the subject and verb or with a terminal clause.
  - (2) Synthesis. The learner restates sentences which are written in the active and passive voice and contain no more than one subordinate clause by rearranging the order of words in the sentence and/or by substituting for one or more words.
- *c)* Sentence structure: compound and/or complex
  - (1) Analysis. The learner attends to and derives meaning from the details in sentences with an introductory, between-subject-and-verb, and/or terminal clause.
  - (2) Synthesis. The learner restates sentences which contain no more than two subordinate clauses by rearranging and/or by substituting for more than a short phrase.

3. Getting meaning from selections
   - *a)* Main idea
     - (1) Topic with organizer. The learner identifies the topic of a passage that includes a stated organizer and relevant details.
     - (2) Topic without organizer. The learner identifies the topic of a passage that includes only relevant details but no stated organizer.
     - (3) Main idea with organizer. The learner identifies the main idea of a passage that includes a stated organizer and both relevant and irrelevant details.
     - (4) Main idea without organizer. The learner identifies the main idea of a passage that includes both relevant and irrelevant details and does not include a stated organizer.
     - (5) Main idea stated by learner. The learner states the main idea of a passage that includes both relevant and irrelevant details and may or may not include a stated organizer.
   - *b)* Relationships and conclusions
     - (1) Outcomes. The learner synthesizes two or more events to identify a logical outcome.
     - (2) Conclusions: one relationship. The learner determines deductively whether a conclusion is correct or incorrect from the relationship and instance directly stated in a passage.
     - (3) Cause/effect relationships. The learner determines whether a given relationship is the cause/effect relationship stated in a passage.
     - (4) Conclusions: direct relationships. Based on relationships directly stated in a passage (i.e., relationships given in a single statement), the learner determines whether given conclusions are right or wrong.
     - (5) Conclusions: indirect relationships. Based on relationships that are indirectly stated in a passage (i.e., relationships that require synthesis of information from more than one statement), the learner determines whether given conclusions are right or wrong.
4. Identifying sequence
   - *a)* Event before or after. Given a written passage with clearly defined sequential events, the learner is able to determine that one event occurred before or after another event.
   - *b)* Calendar markers. Given a written passage, the learner is able to determine the order of events when the order is indicated by calendar markers (e.g., *spring, afternoon*).
   - *c)* Explicit cues. Given a written passage, the learner is able to

determine the order of specific events when the order is indicated by explicit sequential markers (e.g., *next, finally*).

- *d)* Implicit cues. The learner determines where a specific event occurs within the framework of a series of explicit events by attending to implicit sequential cues.
- *e)* Implied and stated events. The learner determines where a specific event occurs within the framework of a series of events by attending to implicit or explicit sequential cues.

B. Specialized skills

1. Locating and organizing information
   - *a)* Alphabet. The learner alphabetizes words by attending to all the letters.
   - *b)* Books. The learner locates, knows the purpose of, and applies information derived from the title page, table of contents, and index.
   - *c)* Newspapers. The learner knows the purpose of and derives information from the major news section, editorial page, want ads, and local entertainment schedule of a daily newspaper.
   - *d)* Guide letters and words. The learner locates the appropriate topic or target word in a reference source by attending to the alphabetic sequence of guide letters and words.
   - *e)* Dictionaries and glossaries. The learner consults dictionaries and glossaries to check the spellings and meanings of words as needed.
   - *f)* Multiple sources. Given one or more statements and/or topics, the learner chooses from among available sources those that are likely to present additional and/or corroborative information as appropriate.
   - *g)* Notes and outlines. The learner takes and organizes notes from varied sources in a form that is useful in retrieving information.
2. Reading maps
   - *a)* Pictorial maps. Given maps of a small area that employ realistic picture symbols, the learner
     - uses coordinates to locate points and to describe locations of points; and
     - determines relative distances between locations.
   - *b)* Simple road maps. Given simple road maps that employ basic nonpictorial symbols (i.e., lines, dots), the learner
     - locates points;
     - describes locations in terms of coordinates; and
     - compares distances between points.
   - *c)* Directions. The learner determines cardinal and intermediate directions on maps and relates these directions to his or her environment.
   - *d)* Symbols. Given maps that employ point and line symbols and either scale bar (0 kilometers 1) or verbal referent (1 centimeter = 10 kilometers) distance scales, the learner
     - derives qualitative and quantitative information (e.g., largest city represented by biggest dot); and
     - determines and compares distances between points.
3. Interpreting graphs and tables
   - *a)* Graphs: whole units. The learner determines the exact number of units expressed in whole symbols on picture graphs and determines the exact whole unit amount represented by a bar or dot at the line on a bar or line graph.
   - *b)* Graphs: partial units. The learner determines approximate numbers expressed in partial symbols on picture graphs and determines the amount represented by a bar or dot between the lines on bar or line graphs.

- *c)* Graphs: comparisons. The learner compares, by adding or subtracting, the amounts represented by symbols in given rows on picture graphs and pairs of numbers extracted from bar or line graphs.
- *d)* Tables: single cells. Given tables with at least five rows and columns, the learner finds the point of intersection of a specified row and a specified column and derives information from it.
- *e)* Tables: schedules. Given an appropriate schedule, the learner derives information from it to solve a specific travel problem (e.g., given time constraints, the learner chooses appropriate departure times, connections, etc.).

C. Personal reading skills

Note: The following objectives are expressive, not behavioral, so no specific behaviors are listed.

1. Adjusting rate to purpose and material
2. Scanning for detail
3. Skimming for main idea
4. Determining fact and opinion
5. Identifying elements of fact and fiction
6. Differentiating correct from incorrect statements
7. Recognizing persuasive techniques
8. Relating facts or concepts to other situations
9. Predicting subject matter
10. Following directions

PROGRAM OBJECTIVES

Language Arts (Writing Skills)

Grades 5-8

This course is designed to assist remedial students in achieving functional literacy. They will develop and master the following writing skills: spelling, punctuation, capitalization, grammar and usage, sentence structure, logic, and organization.

- I. Spelling, Punctuation, and Capitalization
  - A. Spelling
    - 1. Spelling 1
    - 2. Spelling 2
  - B. Punctuation
    - 1. End Punctuation
      - a. Period
      - b. Exclamation Point
      - c. Question Mark
    - 2. Inside Punctuation
      - a. Commas
        - 1.) Comma 1
        - 2.) Comma 2
      - b. Colons and Semicolons
      - c. Quotation Marks
      - d. Apostrophes
        - 1.) Possessive Case
        - 2.) Contractions
        - 3.) Plurals of letters, numbers, and words used as words
      - e. Dash
      - f. Hyphen
  - C. Capitalization
    - 1. Capitalization 1
      - a. Names of places, persons, and things
      - b. Titles that directly follow a person's name
      - c. Titles are not capitalized if they precede or directly follow a person's name.
      - d. Particular places
      - e. Specific areas of the country
    - 2. Capitalization 2
      - a. Words in quotations if represented as beginning of the sentence
      - b. Personal pronoun 1
    - 3. Form and Capitalization in letter writing
      - a. Heading
      - b. Inside address
      - c. Salutation
      - d. Body
      - e. Closing
      - f. Signature
- II. Grammar and Usage
  - A. Nouns
    - 1. Nouns 1
      - a. Common Noun
      - b. Proper Noun
      - c. Concrete Noun
      - d. Abstract Noun

        2. Nouns 2
            a. Plural Nouns
            b. Possessive Nouns
            c. Person
    B. Pronouns
        1. Common Pronouns
        2. Possessive Pronouns
        3. Pronouns and Antecedents 1
            a. Agreement in person
            b. Agreement in number
        4. Pronouns and Antecedents 2
            a. Agreement in gender
            b. Agreement in case
        5. Pronouns and Unexpressed Antecedents
        6. Common Pronoun Errors
    C. Adjectives
    D. Verbs
        1. Verb Tenses
        2. Regular Verbs
        3. Irregular Verbs
        4. Agreement of Subject and Verb
        5. Perfect Tenses
    E. Adverbs
    F. Prepositions and Their Phrases
    G. Participles
    H. Infinitives
        1. Infinitives 1
        2. Infinitives 2
    I. Gerunds
    J. Interjections and Conjunctions
III. Sentence Structure
    A. Sentence 1
    B. Sentence 2
        1. Simple Sentence
        2. Compound Sentence
        3. Complex Sentence
        4. Compound-Complex Sentence
    C. Sentence Fragments
    D. Run-on Sentences
    E. Parallel Construction
        1. Parallelism 1
        2. Parallelism 2
    F. Subjects and Predicates
    G. Compound Subjects
IV. Logic and Organization
    A. Relevancy
    B. Sentence Relationships

C. Diction
D. Economical Writing
E. Clarification
F. Ordering
G. Paragraph

PROGRAM OBJECTIVES

Mathematics

Grades 5-8

This course is designed to assist the remedial student in achieving functional literacy. They will develop and master the following math skills.

I. Whole Numbers--The Four Operations
  A. Addition
    1. Addition of 2 numbers
    2. Column Addition
    3. Adding Larger Numbers
    4. Renaming in Addition
    5. Adding Money
    6. Adding Larger Sums of Money
    7. Reading and Writing Large Numbers
  B. Subtraction
    1. Subtraction of 2 numbers
    2. Renaming in Subtraction
  C. Multiplication
    1. Multiplying Single Numbers
    2. Multiplying Larger Numbers
    3. Renaming in Multiplication
  D. Division
    1. Simple Division
    2. Long Division
    3. Dividing by 2 Place Numbers
    4. Dividing by 3 place Numbers
II. Fractions Complete with the Four Operations
  A. Adding Fractions
    1. Simplifying Improper Fractions
    2. Equal Fractions and Reducing
    3. Adding with Like Denominators
    4. Adding with Unlike Denominators
    5. Adding Whole Numbers and Fractions
  B. Subtraction of Fractions
    1. Like Denominators
    2. Unlike Denominators
    3. Mixed Numbers
    4. Whole Numbers
    5. Renaming in Subtraction
    6. Renaming in Unlike Denominators
  C. Multiplication
    1. Multiplying Fractions and Whole Numbers
    2. Multiplying Fractions by Fractions
    3. Multiplying Mixed Numbers
  D. Division
    1. Dividing Fractions by Whole Numbers
    2. Dividing Whole Numbers by Fractions
    3. Dividing Fractions by Fractions
    4. Dividing with Mixed Numbers

- III. Decimals
  - A. Meaning of Decimals
  - B. Reading and Writing Decimals
  - C. The Four Operations
    - 1. Addition of Decimals
      - a. Addition of Decimals
      - b. Problems with Addition
      - c. Decimals and Common Fractions
    - 2. Subtraction of Decimals
      - a. Subtraction of Decimals
      - b. Problems with Decimals
    - 3. Multiplication
      - a. Decimals in Multiplication
      - b. Multiplying Decimals and Whole Numbers
      - c. Multiplying Decimals by Decimals
      - d. Problems with Multiplication of Decimals
    - 4. Division
      - a. Dividing Decimals
      - b. Dividing Smaller Numbers by Larger Numbers
      - c. Division Problems with Decimals
- IV. Percents--The Three Cases and Their Use
  - A. Meaning of Percent
  - B. Interchanging Percent and Decimals
  - C. Changing Fractions to Percent
  - D. Fractions, Decimals and Percents
  - E. Shortcuts in Using Percents
  - F. Percents Larger than 100%
  - G. Percents Smaller than 1%
  - H. Finding Commissions and Net Amount
  - I. Percent of Decrease
  - J. Percent of Increase
  - K. Simple Interest
  - L. Compound Interest
- V. Common Measures
  - A. Adding Measures
  - B. Subtracting Measures
  - C. Multiplying Measures
  - D. Dividing Measures
  - E. Fractions in Measurements
  - F. Rectangle and Perimeters
  - G. Mixed Units of Measurement
  - H. Area of the Rectangle
  - I. Volumes
  - J. Capacity Problems
  - K. Triangle
  - L. Right Triangles and Angles

- M. Squares and Square Roots
- N. Circles
- O. Cylinders
- P. Finding Averages
- Q. The Graph
    - 1. Line Graph
    - 2. Bar Graph
    - 3. Circle Graph

VI. Simple Equations, Ratios and Proportions

- A. The Equation
    - 1. Solving Equations
    - 2. Collecting Equations
    - 3. Simple Equations
    - 4. Problems with Equations
    - 5. Fractional Equations
- B. Ratio--Meaning of Ratio
- C. Proportion--Meaning of Proportion
    - 1. Solving Problems of Proportion
    - 2. Proportion in Measurements
    - 3. Similar Figures

VII. Pre-Algebra

- A. Working with Simple Equations
    - 1. Addition
        - a. Positive Numbers
        - b. Negative Numbers
    - 2. Subtraction
        - a. + numbers
        - b. - numbers
    - 3. Multiplication
        - a. + numbers
        - b. - numbers
    - 4. Division
        - a. + numbers
        - b. - numbers

Item 12 B.

ASIC EDUCATION SKILLS:ACCT CLERK/ASST BKKPR/etc

DRAFT

TABLE OF CONTENTS

-BASIC EDUCATION SKILLS-
CCT CLERK/ASST BKKPR/BILLING/PAYROLL/ACCTS PAYABLE/ACCTS RECEIVABLE FINANCIAL CLERK

. READING AND WRITING SKILLS

1 Read, spell and use basic bookkeeping skills. 1
.2 Demonstrate the ability to read and interpret common business forms. 1
.3 Demonstrate the ability to read and interpret common reference tables and charts. 1
4 Demonstrate the ability to interpret and use abbreviations. 1
.5 Demonstrate the ability to read and follow company policies and procedures. 2
6 Demonstrate the ability to list words in alphabetical order. 2
.7 Demonstrate the ability to sort data by given classification criteria. 2
8 Demonstrate the ability to list dates in chronological order. 2
.9 Demonstrate the ability to write dates with correct punctuation. 3
10 Demonstrate the ability to copy names and numbers accounts. 3
11 Demonstrate the ability to write names and addresses with proper punctuation. 3

. MATH SKILLS

.1 Demonstrate the ability to read and write numbers up to 10,000,000, including dollar amounts. 3
2 Demonstrate the ability to identify place value of digits in whole numbers with up to 7 digits. 4
.3 Demonstrate the ability to calculate sums of sets of whole numbers of 1-7 digits. 4
.4 Demonstrate the ability to find the differences between whole numbers of up to 7 digits. 4
.5 Demonstrate the ability to multiply pairs of numbers in which one number is 1-5 digits and the other number is 1-3 digits. 4
.6 Demonstrate the ability to find quotients of 1-5 digit dividends and 1-3 digit divisors. 5
.7 Demonstrate the ability to use addition, subtraction, multiplication or division as appropriate in the solution of problems involving a combination of two or more functions. 5
.8 Demonstrate the ability to round off decimal numbers. 5
.9 Demonstrate the ability to arrange decimal fractions in ascending and descending order, and to add them in columns. 5
.10 Demonstrate the ability to calculate percentages of numbers, including dollar amounts. 6
.11 Demonstrate the ability to calculate what percent one number is of another. 6
.12 Demonstrate the ability to determine a number when a percent of it is known. 6
.13 Demonstrate the ability to convert percents to decimals, and decimals to percen 6

DRAFT

ASIC EDUCATION SKILLS:ACCT CLERK/ASST BKKPR/etc

14 Demonstrate the ability to convert fractions into precents. 6

15 Demonstrate the ability to read clock faces to tell time. 7

16 Demonstrate the ability to add and subtract 12 hour clock times. 7

-BASIC EDUCATION SKILLS-
ACCT CLERK/ASST BKKPR/BILLING/PAYROLL/PAYROLL/ACCTS PAYABLE/ACCTS RECEIVABLE/FINANCIAL CLERK

READING AND WRITING SKILLS

.1 Read, spell and use basic bookkeeping terms.

easures: a. Match basic bookkeeping terms with their definitions with 80% accuracy;

b. Given basic bookkeeping terms orally, write each term neatly, legibly and with 75% accuracy;

c. Given a list of terms and a series of incomplete sentences, fill in the blanks neatly and legibly and with 80% accuracy in content and 90% accuracy in spelling.

ool/Doc: a. Definition worksheet

DRAFT

b. Spelling test

c. Sentences worksheet

……………………………

-2 Demonstrate the ability to read and interpret common business forms.

easures: a. Given a variety of business forms, such as vouchers, sales slips, purchase orders and invoices, answer a series of factual questions based on the forms. Answers should be neat, legible and 75% accurate.

ool/Doc: a. Forms worksheet

……………………………

A-3 Demonstrate the ability to read and interpret common reference tables and charts.

easures: a. Given commmon reference tables and charts, such as organization charts, account charts, personnel rosters, and tax tables, answer a series of factual questions based on the data supplied neatly and legibly and with 75% accuracy.

ool/Doc: a. Tables and charts worksheet

……………………………

-4 Demonstrate the ability to interpret and use abbreviations.

easures: a. Match a [illegible] of terms with their common abbreviations with 85% accuracy.

ool/Doc: a. Abbreviations worksheet

....

-5 Demonstrate the ability to read and follow company policies and procedures.

easures: a. Given a set of sample procedures such as financial procedures, filing procedures, petty cash procedures, etc., answer a series of factual questions based on the procedures neatly, legibly and with 80% accuracy; and

b. Given a set of sample company policies such as vacation and sick leave policies, time and attendance policies and promotion policies, answer a series of factual questions based on the policies with 80% accuracy.

DRAFT

ool/Doc: a. Procedures worksheet

b. Policies worksheet

....

A-6 Demonstrate the ability to list words in alphabetical order.

Measures: a. Given 25 words (with groups sharing up to 3 initial letters in similar sequences) in random order, list them in alphabetical order neatly, legibly and with 90% accuracy in spelling and sequence.

Tool/Doc: a. Word list

....

A-7 Demonstrate the ability to sort data by given classification criteria.

Measures: a. Given 20 account cards, alphabetically by name, then chronologically by date, then numerically by account number. Cards should be sorted with 90% acccuracy.

ool/Doc: a. Documentation of card sorts

....

-8 Demonstrate the ability to list dates in chronological order.

easures: a. Given 25 dates with months written in words, list the dates in numerical form in chronological order .neatly legibly, with 90% accuracy in spelling and se ool/Doc: a. Date worksheet

……

-9 Demonstrate the ability to write dates with correct punctuation.

easures: a. Given 25 dates with months written numerically, write each with the month written out neatly and legibly, and with 100% accuracy in spelling and punctuation.

ool/Doc: a. Dates worksheet

……

-10 Demonstrate the ability to copy names and numbers of accounts.

easures: a. Given 20 names and account numbers, copy each neatly, legibly and with 100% accuracy in spelling, punctuation and sequence.

DRAFT

ool/Doc: a. Account Number worksheet

……

-11 Demonstrate the ability to write names and addresses with proper punctuation.

easures: a. Given a list of 20 names and addresses, write each item as a mailing label neatly and legibly, and with 90% accuracy in spelling, capitalization and punctuation.

ool/Doc: a. Mailing List worksheet

……

B MATH SKILLS

B-1 Demonstrate the ability to read and write numbers up to 10,000,000, including dollar amounts.

easures: a. Given 20 account numbers and 20 dollar amounts twice orally, write each item neatly, legibly and with 100% accuracy; and

b. Given a list of 10 dollar amounts and 10 numbers, match each to the same item written in words with 100%

accuracy

ool/Doc: a. Account Numbers list

b. Dollars list

....

8.2 Demonstrate the ability to identify place value of digits in whole numbers with up to 7 digits.

Measures: a. Given 20 numbers, copy them neatly and legibly in column format such that a total could be calculated. Numbers should be copied with 100% accuracy in sequence and place value; and

b. Given 20 numbers orally, write them neatly and legibly in column format such that a total could be calculated. Numbers should be written with 100% accuracy in sequence and place value.

Tool/Doc: a. Column worksheet

b. Numbers list

DRAFT

....

.3 Demonstrate the ability to calculate sums of sets of whole numbers of 1-7 digits.

easures: a. Given 2 series of 25 whole numbers of 1-7 digits in which single and multiple carrying is required, calculate the sums in the first series without a calculator with 80% accuracy, and in the 2nd series with a calculator with 100% accuracy. Answers should be written neatly and legibly.

ool/Doc: a. Addition worksheet

....

.4 Demonstrate the ability to find the differences between whole numbers of up to 7 digits.

easures: a. Given 2 series of 25 pairs of whole numbers of 1-7 digits in which single and multiple borrowing would be required, find the differences between the pairs in the first series without a calculator to 80% accuracy, and in the second set with a calculator with 100% accuracy.

ol/Doc: a. Subtraction worksheet.

....

.5 Demonstrate the ability to multiply pairs of numbers in which one number is 1-5 digits and the other number is 1-3 digits.

asures: a. Given 2 [illegible] of 25 pairs of whole numbaers in which one number is 1-5 digits and the other is 1-3 digits, calculate the products in the first series without a calculator with 80% accuracy, and the 2nd series with a calculator with 100% accuracy. Answers should be neat and legible.

Tool/Doc: a. Multiplication worksheet

....

B.6 Demonstrate the ability to find quotients of 1-5 digit dividends and 1-3 digit divisors.

Measures: a. Given 2 series of 20 division problems with 1-5 digit dividends and 1-3 digit divisors, including cases where there are remainders, calculate the quotients neatly and legibly for the first set without the aid of a calculator with 80% accuracy, and the second set with a calculator with 100% accuracy.

Tool/Doc: a. Division worksheet

DRAFT

B.7 Demonstrate the ability to use addition, subtraction, multiplication or division as appropriate in the solution of problems involving a combination of two or more functions.

easures: a. Given 20 word problems involving the combination of 2 or more functions, calculate the answer to each neatly and legibly and with 80% accuracy.

ool/Doc: a. Word problems worksheet

....

8 Demonstrate the ability to round off decimal numbers.

asures: a. Given 20 decimal numbers, round each off to the nearest tenth, hundredth and thousandth neatly and legibly and with 100% accuracy.

ool/Doc: a. Decimal worksheet

....

9 Demonstrate the ability to arrange decimal fractions in ascending and descending order, and to add them in columns.

asures: a. Given 2 sets of 10 decimal fractions, arrange the first set in ascending fashion in a column and calculate the total without a calculator with 100% accuracy, and arrange the 2nd set in descending fashion in a column and calculate the total with 100% accuracy. Figures should be neat and legible.

ool/Doc: a. Decimal ordering worksheet

……

3.10 **Demonstrate the ability to calculate percentages of numbers, including dollar amounts.**

easures: a. Given 20 problems of the type (X% of Y = ?) including problems with dollar amounts, calculate the percentages neatly and legibly and with 80% accuracy.

Tool/Doc: a. Percentages worksheet

……

.11 **Demonstrate the ability to calculate what percent one number is of another.**

easures: a. Given 20 percentage problems of the type (X=?% of Y), including problems with dollar amounts, calculate neatly and legibly the missing element without the aid of a calculator with 85% accuracy.

DRAFT

ool/Doc: a. Percentages worksheet

……

.12 **Demonstrate the ability to determine a number when a percent of it is known.**

easures: a. Given 20 problems of the type (X% of ? = Y), including problems with dollar amounts, calculate neatly and legibly the missing element without the aid of a calculator with 85% accuracy. Figures should be neat and legible.

ool/Doc: a. Percentages worksheet

……

.13 Demonstrate the ability to convert percents to decimals, and decimals to percents.

easures: a. Given 20 percents, convert each to a decimal with 100% accuracy; and

b. Given 20 decimals, convert each to a percent with 100% accuracy.

ool/Doc: a. Decimal worksheet

b. Percent worksheet

……

.14 Demonstrate the ability to convert fractions into percents.

easures: a. Given 20 fractions, convert each to a percent with the aid of a calculator neatly and legibly and with 90% accuracy.

Tool/Doc: a. Fraction worksheet

....

3.15 Demonstrate the ability to read clock faces to tell time.

Measures: a. Given 20 clock faces, write the time under each neatly, legibly and with 100% accuracy.

Tool/Doc: a. Clock worksheet

DRAFT

....

.16 Demonstrate the ability to add and subtract 12 hour clock times.

easures: a. Given 20 sets of 12 hour clock times, calculate the sum or difference as indicated neatly and legibly and with 100% accuracy.

ool/Doc: a. Time worksheet

Item 12 C.

BASIC EDUCATION SKILLS: RETAIL/SALES CLERK

TABLE OF CONTENTS

-BASIC EDUCATION SKILLS-
RETAIL/SALES CLERK

DRAFT

A. READING AND WRITING SKILLS

A.1 Read, spell and use basic retail and merchandising terms. 1
A.2 Demonstrate the ability to read and interpret common business forms. 1
A.3 Demonstrate the ability to read and interpret common reference tables and charts. 1
A.4 Demonstrate the ability to interpret and use abbreviations. 1
A.5 Demonstrate the ability to read and follow company policies and procedures. 2
A.6 Demonstrate the ability to list words in alphabetical order. 2
A.7 Demonstrate the ability to sort data by given classification criteria. 2
A.8 Demonstrate the ability to list dates in chronological order. 2
A.9 Demonstrate the ability to copy names and numbers of stock, distributors and products. 2
A.10 Demonstrate the ability to write names and addresses with proper punctuation. 3
A.11 Demonstrate the ability to look at a diagram of a product and identify parts of that product. 3
A.12 Demonstrate the ability to follow directions from a manual or brochure to assemble a product. 3
A.13 Demonstrate the ability to locate names and addresses in a telephone directory. 3
A.14 Demonstrate the ability to use indexes and tables of contents of instructions manuals and catalogs. 3

B. MATH SKILLS

B.1 Demonstrate the ability to read and write numbers up to 10,000. 3
B.2 Demonstrate the ability to calculate sums of dollar amounts of $.01 to $9,999.99. 4
B.3 Demonstrate the ability to find the differences between dollaar amounts of $.01 to $9,999.99. 4
B.4 Demonstrate the ability to multiply pairs of numbers in which one number is a dollar value of $.01 to $9,999.99 and the other is 1-4 digits. 4
B.5 Demonstrate the ability to calculate unit prices, and to detemine relative economy from those calculations. 4
B.6 Demonstrate the ability to use addition, subtraction, multiplication or division as appropriate in the solution of problems involving a combination of two or more functions. 5
B.7 Demonstrate the ability to round off decimal numbers. 5
B.8 Demonstrate the ability to calculate percentages of numbers, including dollar amounts. 5
B.9 Demonstrate the ability to read clock faces to tell time. 5
B.10 Demonstrate the ability to add and subtract 12 hour clock times. 5

A-5 Demonstrate the ability to read and follow company policies and procedures.

Measures: a. Given a set of sample procedures for a store. such as opening and closing the store. approving checks. etc.. answer a series of factual questions based on the procedures neatly, legibly and with 80% accuracy; and

b. Given a set of sample company policies such as vacation and sick leave policies. time and attendance policies and promotion policies. answer a series of factual questions based on the policies with 80% accuracy.

Tool/Doc: a. Procedures worksheet

DRAFT

b. Policies worksheet

....

A-6 Demonstrate the ability to list words in alphabetical order.

Measures: a. Given 25 words (with groups sharing up to 3 initial letters in similar sequences) in random order. list them in alphabetical order neatly, legibly and with 90% accuracy in spelling and sequence.

Tool/Doc: a. Word list

....

A-7 Demonstrate the ability to sort data by given classification criteria.

Measures: a. Given 20 manufacturers cards. sort them first alphabetically by name. then chronologically by date account was started. and the numerically by account number. Cards should be sorted with 90% accuracy.

Tool/Doc: a. Documentation of card sorts

....

A-8 Demonstrate the ability to list dates in chronological order.

Measures: a. Given 25 dates with months written in words. list the dates in numerical form in chronological order neatly and legibly, with 90% accuracy in spelling and sequence.

Tool/Doc: a. Date worksheet

....

A-9 Demonstrate the ability to copy names and numbers of stock, distributors and products.

-BASIC EDUCATION SKILLS-
Retail/Sales Clerk

A READING AND WRITING SKILLS

A.1 Read, spell and use basic retail and merchandising terms.

Measures: a. Match basic retailing and merchandising terms with their definitions with 80% accuracy;

b. Given basic merchandising and retailing terms orally, write each term neatly, legibly and with 75% accuracy;

c. Given a list of terms and a series of incomplete sentences, fill in the blanks neatly and legibly and with 80% accuracy in content and 90% accuracy in spelling.

Tool/Doc: a. Definition worksheet

b. Spelling test

c. Sentences worksheet

DRAFT

....

A-2 Demonstrate the ability to read and interpret common business forms.

Measures: a. Given a variety of business forms, such as vouchers, sales slips, purchase orders and invoices, answer a series of factual questions based on the forms. Answers should be neat, legible and 75% accurate.

Tool/Doc: a. Forms worksheet

....

A-3 Demonstrate the ability to read and interpret common reference tables and charts.

Measures: a. Given commmon reference tables and charts, such as organization charts, account charts, personnel rosters, and tax tables, answer a series of factual questions based on the data supplied neatly and legibly and with 75% accuracy.

Tool/Doc: a. Tables and charts worksheet

....

A-4 Demonstrate the ability to interpret and use abbreviations.

Measures: a. Match a list of terms with their common abbreviations with 85% accuracy.

Tool/Doc: a. Abbreviations worksheet

Tool/Doc: a. Stock Number worksheet

……

A-10 Demonstrate the ability to write names and addresses with proper punctuation.

Measures: a. Given a list of 20 names and addresses, write each item as a mailing label neatly and legibly, and with 90% accuracy in spelling, capitalization and punctuation.

Tool/Doc: a. Mailing List worksheet

DRAFT

……

A-11 Demonstrate the ability to look at a diagram of a product and identify parts of that product.

Measures: a. Given three diagrams of products, answer a series of locational questions obased on each diagram with 80% accuracy.

Tool/Doc: a. Diagram worksheet

……

A-12 Demonstrate the ability to follow directions from a manual or brochure to assemble a product.

Measures: a. Given a set of simple instructions, follow them to draw the described item with 100% accuracy.

Tool/Doc: a. Directions worksheet

……

A-13 Demonstrate the ability to locate addresses and numbers in a telephone directory.

Measures: a. Given 20 names, fill out an information sheet with the corresponding addresses and phone numbers neatly and legibly with 100% accuracy.

Tool/Doc: a. Directory worksheet

……

A-14 Demonstrate the ability to use indexes and tables of contents of instructions manuals and catalogs.

Measures: a. Given a manual or catalog, locate information on products using the index or the table of contents as appropriate for a series of 10 items. The information should be neat, legible and 90% accurate.

Tool/Doc: a. Index worksheet

B MATH SKILLS

B.1 Demonstrate the ability to read and write numbers up to

Measures: a. Given 10 stock numbers and 20 dollar amounts twice orally, write each item neatly, legibly and with 100% accuracy; and

b. Given a list of 20 dollar amounts, match each item to the same item written in words with 100% accuracy.

Tool/Doc: a. Numbers list

b. Dollars list

DRAFT

……

B.2 Demonstrate the ability to calculate sums of dollar amounts of $.01 to $9,999.99.

Measures: a. Given 2 series of 25 of dollar amounts of $.01 to $9,999.99 calculate the sums in the first series without a calculator with 80% accuracy, and in the 2nd series with a calculator with 100% accuracy. Answers should be written neatly and legibly.

Tool/Doc: a. Addition worksheet

……

B.3 Demonstrate the ability to find the differences between dollar amounts of $.01 to $9,999.99.

Measures: a. Given 2 series of 25 pairs of dollar amounts of $.01 to $9,999.99, find the differences in the first series without a calculator with 80% accuracy, and in the 2nd series with a calculator with 100% accuracy. Answers should be written neatly and legibly.

Tool/Doc: a. Subtraction worksheet.

……

B.4 Demonstrate the ability to multiply pairs of numbers in which one number is a dollar value of $.01 to $9,999.99 and the other is 1-4 digits.

Measures: a. Given 2 series of 25 pairs of numbers in which one number is a dollar value of $.01 to $9,999.99 and the other is 1-4 digits, calulate the product of each pair in the first series without a calculator with 80% accuracy, and in the 2nd series with a calculator with 100% accuracy. Answers should be neat and legible.

Tool/Doc: a. Multiplication worksheet

……

B.5 Demonstrate the ability to calculate unit prices, and to determine relative economy from those calculations.

Measures: a. Given 10 facsimiles of unit pricing labels calculate the price per unit with 90% accuracy without the aid of a calculator; and

b. Given 5 sets of unit prices for products, arrange each set in the order of lowest-highest cost per legible.

DRAFT

Tool/Doc: a. Label worksheet

b. Prices worksheet

....

B.6 Demonstrate the ability to use addition, subtraction, multiplication or division as appropriate in the solution of problems involving a combination of two or more functions.

Measures: a. Given 20 word problems involving the combination of 2 or more functions, calculate the answer to each neatly and legibly and with 80% accuracy.

Tool/Doc: a. Word problems worksheet

....

B.7 Demonstrate the ability to round off decimal numbers.

Measures: a. Given 20 decimal numbers, round each off to the nearest tenth, hundredth and thousandth neatly and legibly and with 100% accuracy.

Tool/Doc: a. Decimal worksheet

....

B.8 Demonstrate the ability to calculate percentages of numbers, including dollar amounts.

Measures: a. Given 20 problems of the type (X% of Y = ?) where Y is shown as a number or a dollar amount, calculate the percentages neatly and legibly and with 80% accuracy.

Tool/Doc: a. Percentages worksheet

....

B.9 Demonstrate the ability to read clock faces to tell time.

Measures: a. Given 20 clock faces, write the time under each neatly, legibly and with 100% accuracy.

Tool/Doc: a. Clock worksheet

....

B.10 Demonstrate the ability to add and subtract 12 hour clock times.

Measures: a. Given 20 sets of 12 hour clock times, calculate the sum or difference as indicated neatly and legibly and with 100% accuracy.

Tool/Doc: a. Time worksheet

Item 12 D.

COURSE TITLE(S)

EXAMPLES OF
ACTIVITIES AND/C
EXPERIENCES

B. MATH SKILLS

1. RECOGNIZES THE APPLICATION OF MATHEMATICAL SKILLS IN VARIOUS OCCUPATIONS

2. PERFORMS WITH ACCURACY BASIC COMPUTATIONS (+, -, X, ÷) IN SOLVING PRACTICAL PROBLEMS
   (e.g. making change; computing expenses, income; taking inventory; ordering and purchasing materials; preparing budgets)

3. PERFORMS WITH ACCURACY CALCULATIONS INVOLVING FRACTIONS, PERCENTAGES, PROPORTIONS, RATIOS IN SOLVING PRACTICAL PROBLEMS
   (e.g. calculating commissions, discounts, finance charges, taxes; completing calculations required in assembly and repair work; mixing ingredients; converting units of measurement; determining per unit prices and costs)

4. ESTIMATES ANSWERS TO COMPUTATIONS AND MEASUREMENTS AND JUDGES REASONABLENESS OF RESULTS

5. USES NUMERICAL VALUES FROM EXISTING CHARTS, DIAGRAMS, GRAPHS, MAPS, TABLES
   (e.g. determining size, distance from charts maps, dimensions from diagrams and drawings, rates and trends from tables, and magnitudes from graphs)

6. USES ENGLISH AND/OR METRIC MEASUREMENT IN SOLVING PRACTICAL PROBLEMS
   (e.g. determining size, temperature, weight, mass, volume of various materials; converting units of measurement)

7. COMPARES NUMERICAL VALUES
   (e.g. arranging materials by size, weight, magnitude; comparing prices and weights per unit; comparing financial benefits)

8. USES GEOMETRIC TECHNIQUES IN SOLVING PRACTICAL PROBLEMS
   (e.g. determining space requirements, assembling and constructing from instructions)

9. USES ALGEBRAIC SYMBOLISM AND TECHNIQUES IN SOLVING PRACTICAL PROBLEMS
   (e.g. using formulas in making scientific computations; making financial calculations)

10. CONSTRUCTS DIAGRAMS, CHARTS, DRAWINGS, RECORDS, TABLES REQUIRING NUMERICAL CALCULATIONS
    (e.g. constructing graphs and charts; recording inventories; making geometric figures and scale drawings)

COURSE TITLE(S)

EXAMPLES OF
ACTIVITIES AND/OR
EXPERIENCES

B. MATH SKILLS (continued)

11. USES ELEMENTARY STATISTICS IN SOLVING PRACTICAL PROBLEMS
(e.g. calculating mean, median, mode, range)

12. USES INSTRUMENTS ASSOCIATED WITH MATHEMATIC PROBLEM SOLVING
(e.g. clocks, ruler, gauges, meters, scales, calculators, computers)

C. COMPUTER SKILLS

1. HAS A BASIC KNOWLEDGE OF HOW COMPUTERS WORK, COMMON COMPUTER TERMINOLOGY, AND VARIOUS APPLICATIONS OF COMPUTERS

2. HAS EXPERIENCE IN USING THE COMPUTER AS A TOOL, WHICH INCLUDES EXPERIENCE WITH INPUTTING AND ACCESSING DATA FROM THE COMPUTER

3. HAS EXPERIENCE WITH VARIOUS COMPUTER PROGRAMS
(e.g. business applications, data management, simple programming, word processing)

4. HAS A GENERAL UNDERSTANDING OF THE PROBLEMS AND ISSUES CONFRONTING BOTH INDIVIDUALS AND SOCIETY IN THE USE OF COMPUTERS

COURSE TITLE(S)

EXAMPLES OF ACTIVITIES AND/OR EXPERIENCES

D. READING SKILLS

1. RECOGNIZES APPLICATION OF READING SKILLS IN VARIOUS OCCUPATIONS

2. DEVELOPS VOCABULARY RELATED TO CAREERS AND OCCUPATIONS OF PERSONAL INTEREST

3. READS FOR DETAILS AND SPECIAL INFORMATION (e.g. labels, handbooks, forms, schedules, directories, computer printouts, job descriptions, catalogs, manuals, charts)

4. INTERPRETS PICTORIAL, GRAPHIC AND SYMBOLIC INFORMATION (e.g. advertisements, signs, graphs, tables, maps, diagrams, schematics, charts, blueprints)

5. LOCATES INFORMATION IN COMMON REFERENCE MATERIALS (e.g. abstracts, dictionaries, encyclopedias, directories, indexes, periodicals)

6. FOLLOWS INTENT OF WRITTEN DIRECTIONS, INSTRUCTIONS, AND PROCEDURES (e.g. rules and regulations; recipes; manuals outlining assembly, operation, maintenance, repair procedures; instructions for completing forms, projects, tests)

7. INTERPRETS IDEAS AND CONCEPTS - COMPREHENSION (e.g. newspapers, periodicals, textbooks, reports, manuals, contracts, correspondence)

   SAMPLES OF COMPREHENSION SKILLS:
   Comprehends main and subordinate ideas
   Distinguishes facts from opinions
   Recognizes cause and effect
   Generalizes and infers from context
   Recognizes inconsistent/illogical information
   Makes qualitative judgements

8. READS ACCURATELY AT AN APPROPRIATE RATE

COURSE TITLE(S)

EXAMPLES OF
ACTIVITIES AND/OF
EXPERIENCES

E. WRITING SKILLS

1. WRITES LEGIBLY
   (e.g. manuscript or cursive, depending on situation)
2. COMPOSES FORMAL LETTERS
   (e.g. requests for information or materials; replies to correspondence; letters seeking employment)
3. FILLS OUT FORMS
   (e.g. logs/schedules; applications; transactions)
4. RECORDS MESSAGES
   (e.g. person-to-person; telephone)
5. WRITES MEMORANDUMS
   (e.g. notices about class/school/work activities)
6. COMPOSES ADS/TELEGRAMS
7. WRITES INSTRUCTIONS AND DIRECTIONS
   (e.g. locational, procedural)
8. WRITES REPORTS
   (e.g. progress, laboratory, field, research)
9. DEVELOPS SUMMARIES
   (e.g. descriptive, editorial, evaluative)
10. TAKES NOTES AND/OR OUTLINES FROM TEXT MATERIAL AND ORAL PRESENTATIONS
11. CORRECTS WRITTEN MATERIALS CONSIDERING ORGANIZATION, STRUCTURE, WORD CHOICE, GRAMMAR, PUNCTUATION, AND SPELLING

COURSE TITLE(S)

EXAMPLES OF
ACTIVITIES AND/OR
EXPERIENCES

F. COMMUNICATION SKILLS (speaking and listening)

1. REPORTS ACCURATELY AND CONCISELY THE MESSAGES AND STATEMENTS OF OTHERS
2. FOLLOWS INTENT OF ORAL DIRECTIONS AND INSTRUCTIONS
3. SPEAKS DISTINCTLY, CLEARLY, AT A RATE APPROPRIATE FOR THE SITUATION
4. CAN FORMULATE QUESTIONS TO OBTAIN NEEDED INFORMATION
5. ANSWERS QUESTIONS IN A CLEAR AND UNDERSTANDABLE MANNER
6. EXPLAINS ACTIVITIES AND IDEAS ACCURATELY AND CONCISELY
7. USES WORDS, PRONUNCIATION, AND GRAMMAR APPROPRIATE FOR SITUATION
8. STAYS ON THE TOPIC IN TASK RELATED CONVERSATIONS
9. USES NON-VERBAL SIGNS APPROPRIATELY
10. DEVELOPS AND ORGANIZES IDEAS ABOUT A SUBJECT FOR THE PURPOSE OF PRESENTATION TO A GROUP
11. EFFECTIVELY PRESENTS INFORMATION TO GROUPS

Item 12 E.

PLEASE CHECK THE APPROPRIATE BOXES:

☐ Employer/Supervisor ☐ Employee

☐ Technical School Graduate
Major program area: ____________________

☐ Technical School Instructor
Major program area: ____________________

Job description or job title: ____________________

Optional Information:

Name ____________________

Company ____________________

Address ____________________

____

If you would like a summary of our results, please check the box: ☐

LISTENING: For employees who graduated from technical school with an Associate Degree, how important are the following listening skills on the job?

Use a scale from 0 to 4:
0 = not important
1 = slightly important
2 = important
3 = very important
4 = essential

	not important 0	slightly important 1	important 2	very important 3	essential 4
1. Understand and follow oral instructions or directions					
2. Evaluate oral information					
3. Disregard distracting noises					
4. Repeat oral messages accurately					
5. Maintain objectivity while listening					
6. Listen for main ideas					
7. Listen for details					
8. Recall details instantly					
9. Listen for intended meaning					
10. Recognize the organization of oral messages					
11. Summarize oral information					
12. Listen to information given on television or tape recordings					
13. Listen to information from one person					
14. Listen to information from two or more people at the same time					
15. Listen to complaints from customers					

(continued)

LISTENING SKILLS - CONTINUED

	not important 0	slightly important 1	important 2	very important 3	essential 4
16. Demonstrate attentive listening by asking appropriate questions					
17. Nonverbally demonstrate careful, tactful listening					
18. Use the telephone to receive information and/or orders					
19. Use the telephone to receive complaints					
Other Listening Skills:					

SPEAKING: For employees who graduated from technical school with an Associate Degree, how important are the following speaking skills on the job?

1. Use technical terms correctly					
2. Use proper grammar when speaking					
3. Speak clearly and loudly enough					
4. Make announcements					
5. Describe events accurately and objectively					
6. Read aloud accurately and expressively					
7. Speak to a large group related to the job					
8. Speak to a large group unrelated to the job					
9. Use graphs, charts and other visuals effectively while speaking					
10. Demonstrate a positive attitude					
11. Dictate using a recording device or telephone					
12. Dictate to a secretary					
13. Adapt language so the listener can understand					
14. Demonstrate courtesy and tact					
15. Communicate effectively with customers or clients					
16. Communicate effectively with superior					
17. Make simple introductions					
18. Respond properly in a job-application interview					
19. Respond properly in on-the-job interviews					

(continued)

SPEAKING SKILLS - CONTINUED

	not important 0	slightly important 1	important 2	very important 3	essential 4
20. Conduct interviews with customers, clients or patients					
21. Conduct job-application interviews					
22. Give instructions or directions on a one-to-one basis					
23. Give instructions or directions to a small group					
24. Persuade on a one-to-one basis					
25. Persuade a small group					
26. Give information or explanations on a one-to-one basis					
27. Give information or explanations to a small group					
28. Present technical data on a one-to-one basis					
29. Present technical data to a small group					
30. Participate in a job-related group discussion					
31. Participate in a group discussion to solve a problem					
32. Lead a decision-making group					
33. Lead a meeting using parliamentary procedure					
34. Ask questions to clarify information					
35. Use the telephone to give information					
36. Use the telephone to respond to complaints					
37. Use the two-way radio effectively					
Other Speaking Skills:					

WRITING: For employees who graduated from technical school with an Associate Degree, how important are the following writing skills on the job?

1. Adapt language for the reader's understanding					
2. Use legible penmanship					
3. Proofread and edit					
4. Prepare an outline					
5. Prepare a planning sheet					

(continued)

WRITING SKILLS - CONTINUED

	not important 0	slightly important 1	important 2	very important 3	essential 4
6. Use correct grammar when writing					
7. Use correct punctuation and capitalization when writing					
8. Spell everyday words correctly					
9. Spell and use technical words correctly					
10. Use abbreviations and numbers correctly					
11. Write clearly and concisely					
12. Write descriptive, attention-getting advertising copy					
13. Prepare a resume or data sheet					
14. Write a letter of application for a job					
15. Write business letters to give or request information					
16. Write credit or collection letters					
17. Write sales letters					
18. Write claim and adjustment letters					
19. Write other business letters (specify types)					
20. Write interoffice memoranda					
21. Prepare graphs, tables and other visuals					
22. Write directions or instructions					
23. Write to persuade					
24. Complete job-related forms					
25. Write a short informal report					
26. Write a laboratory report					
27. Prepare a progress report					
28. Write a factual narrative report					
29. Write a formal report based on research					
30. Summarize technical data					
31. Take notes					

Other Writing Skills:

(continued)

READING: For employees who graduated from technical school with an Associate Degree, how important are the following reading skills on the job?

		not important	slightly important	important	very important	essential
		0	1	2	3	4
1.	Understand occupational terminology					
2.	Understand articles or books related to job					
3.	Understand manuals related to job					
4.	Understand technical information unrelated to job					
5.	Locate specific information in manuals or in other publications					
6.	Understand legal and contractual documents					
7.	Look up words in the dictionary					
8.	Understand short stories, novels or poems					
9.	Understand notes, letters, and memos					
10.	Understand information read in the newspaper					
11.	Read quickly (or skim) to get main ideas of written information					
12.	Evaluate written information					
13.	Interpret visuals such as graphs, maps or charts					
14.	Follow written directions or instructions					
15.	Understand forms related to job					
16.	Read for intended meaning					
17.	Remember significant details					

Other Reading Skills:

General Comments:

Judith R. Rice
District One Technical Institute
620 West Clairemont Avenue
Eau Claire, WI 54701

Telephone: 836-2826

CHAPTER 13. APPENDIX ITEMS

A. San Jose State University, Handbook for Developing Competency-Based Curricula for New and Emerging Occupations, June, 1980 1085
- Task Inventory Instructions

B. Maryland State Department of Education, "How to Do a Job Analysis," 1978 1087
- Job Inventories and Task Detailing Worksheets

C. Humboldt County (California) Private Industry Council 1093
- Competency Statements for Account Clerk, Assistant Bookkeeper, etc.

D. Private Industry Council of South Florida 1107
- Partial Listing of FY1982 Benchmarks for Secretary, Clerk Typist, General Clerk, Receptionist

E. 1115
- Manual/Perceptual Skills

F. Consolidated Youth Employment Program 1117
- Certification of Skill Competency

G. State of Iowa Office for Planning and Programming 1119
- Certificate of Competencies Achievement

H. Birmingham Private Industry Council 1121
- Task Documentation

Item 13 A.

TASK INVENTORY INSTRUCTIONS

QUESTION #1 – "Task Occurrence"

DIRECTIONS FOR REPORTING WHICH ACTIVITIES YOU PERFORM ON YOUR PRESENT JOB

(Please read this page carefully and completely)

---

1. *During the last year or so in your present job position as a Business Data Programmer,* which of the activities in the List of Activities have you performed? *Place a check mark* or "X" in the column to the right of each activity statement to indicate which tasks you have actually been doing. Task activities not performed by you should be left blank.

2. Be sure to read every activity listed. Do not depend on the duty labels that are used to group the activities. These duty categories are not definite. They may contain some of your job activities, even when you do not generally perform the duty itself.

3. *Do include* as part of your job:

   a. Recent work experiences as a Business Data Programmer in other offices of your present firm, but *not* for other employers.
   b. Performance of an activity not normally done by you, but that you did do at least once as part of your job, even if it was in a very special or unusual circumstance.

4. Do *not* mark activities:

   a. Done only when you were employed in some other job position (such as Junior Programmer, Engineering and Scientific Programmer, or Systems Analyst).
   b. If you occasionally "assist" someone else to do the activity, but you are not too greatly involved in the performance. However, if you handled a significant portion of the activity (and only you can be the judge of that), the occasion may be counted.
   c. If they are actually performed by an assistant assigned to you, and not by you.

5. In answering this question of *which* activities you actually perform, pay particular attention to the "action verb." The "action verb" is usually the first word of each statement. Do *not* indicate performance of activities done by a subordinate and only supervised by you, *unless* the "action verb" implies such supervision as a part of the activity.

6. The pages of the Task Inventory booklet should not be removed when answering this question; they will need to be in proper sequence later to process your answers along with those of other people answering this question.

NOW TURN TO PAGE 1 OF THE ACTIVITIES LIST,
AND BEGIN MARKING YOUR ACTIVITIES IN THE BOXES PROVIDED.

Thank you for your participation in this study.

Item 13 B.

JOB INVENTORY **(DUTY-TASK LIST)**		Page of Pages

1. Check tasks you perform now (✓).
2. Add any tasks you do now which are not listed.
3. In the "Time Spent" column, rate checked (✓) tasks on time spent in your present job.

Time Spent Scale

1 – VERY MUCH BELOW AVERAGE
2 – BELOW AVERAGE
3 – SLIGHTLY BELOW AVERAGE
4 – ABOUT AVERAGE
5 – SLIGHTLY ABOVE AVERAGE
6 – ABOVE AVERAGE
7 – VERY MUCH ABOVE AVERAGE

	CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	OFFICE USE ONLY

JOB INVENTORY (DUTY-TASK LIST)		Page of Pages

1. Check tasks you perform now (✓).
2. Add any tasks you do now which are not listed.
3. In the "Time Spent" column, rate checked (✓) tasks on time spent in your present job.

Time Spent Scale

1 – VERY MUCH BELOW AVERAGE
2 – BELOW AVERAGE
3 – SLIGHTLY BELOW AVERAGE
4 – ABOUT AVERAGE
5 – SLIGHTLY ABOVE AVERAGE
6 – ABOVE AVERAGE
7 – VERY MUCH ABOVE AVERAGE

F. PERFORMING TRANSCRIPTION ACTIVITIES		CHECK IF DONE IN PRESENT JOB	TIME SPENT DOING THESE TASKS IN PRESENT JOB	OFFICE USE ONLY
1. Adjust transcriber controls	(123)			(2:56)
2. Arrange needed sources	(124)			(57)
3. Burst (separate) and attach enclosures to documents	(125)			(58)
4. Compose correspondence	(126)			(59)
5. Monitor transcribing equipment for input	(127)			(60)
6. Prioritize documents before typing	(128)			(61)
7. Proofread handwritten or rough drafts	(129)			(62)
8. Select the format and layout before typing	(130)			(63)
9. Take dictation at the typewriter	(131)			(64)
10. Transcribe from recorded media	(132)			(65)
NOTE: If any tasks you perform under this duty are not listed, write them in the following spaces. Rate them according to time spent.				

Name ____________________
Company ____________________
City ____________________
Type Work ____________________
Date ____________________

V-TECS
Task Detailing
Worksheet #1

NOTES:

TASK:

*Tools and/or Equipment

List below those individual steps a worker would take to complete the entire task.

Estimate task completion time:
Hours Minutes

*Materials and/or Supplies

Note: If insufficient space exists to complete task steps, continue on back of this worksheet.

What checks would a worker make to ensure satisfactory task performance?

*Do not use trade names unless trade names are commonly used to describe these items.

What rules, guidelines, regulations, standards, etc., caused you to perform the above task in the manner it was performed?

TASK DETAILING WORKSHEET #1

TASK DETAILING WORKSHEET #2

DUTY:

TASK:

Steps in Performing Task	Conditions	Standard	Reference for Standard

TASK DETAILING WORKSHEET

DUTY: F. SHAMPOOING AND RINSING HAIR

TASK: F-1 Give plain shampoo

STEPS IN PERFORMING TASK	CONDITIONS	STANDARD	REFERENCE FOR STANDARDS
1. Seat patron comfortably. 2. Select and arrange required materials. 3. Wash and sanitize hands. 4. Drape patron. 5. Ask patron to remove neck or ear jewelry and glasses. 6. Remove all hair pins from hair. 7. Examine condition of patron's hair and scalp. 8. Brush hair thoroughly. 9. Adjust shampoo cape over back of shampoo chair. 10. Adjust volume and temperature of water spray. 11. Wet hair thoroughly. 12. Apply shampoo. 13. Give manipulations. 14. Rinse hair thoroughly. 15. Apply shampoo again. 16. Rinse hair thoroughly. 17. Partially towel dry hair.	Given needed equipment and supplies and provided with a patron.	a. Patron is satisfied. b. Oil and soil are removed from hair. c. Soap curds are removed from hair. d. Process completed in approximately 5 minutes.	Van Dean Manual

Sources Consulted

The Van Dean Manual--1974
(pp. 43-45)

Standard Textbook of Cosmetology--1972
(pp. 45-47)

TASK DETAILING WORKSHEET #2

Item 13 C.

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JOB-SPECIFIC SKILLS

A BUSINESS MACHINE SKILLS

A.1 Demonstrate the ability to type standard forms.

Measures: a. Type a minimum of 40 wpm with no less than 3 errors on a five minute typing test;

b. Type four different preprinted business forms with the necessary information with any errors neatly corrected; and

c. Given five names and addresses, type five file folder and five mailing labels neatly and with any erroer neatly corrected.

Tool/Doc: a. Standard five minute typing test (straight text)

b. Completed copies of business forms

c. File folder labels and mailing labels

DRAFT

....

A.2 Demonstrate the ability to use a 10 key calculator.

Measures: a. Given a three minute test, type data at 150 spm with 100% accuracy;and

b. Given five addition,five subtraction,five division, five multiplication and five percentage problems, use the calculator to perform the tasks with 100% accuracy.

Tool/Doc: a. Three minute test, using straight columns of figures

b. 25 problem arithmetic test

....

A.3 Demonstrate the ability to use copy machines.

Measures: a. Use a copy machine to make one and two-sided single and multiple copies of a document with 100% accuracy. Multiple page documents should be collated and stapled neatly and with 100% accuracy.

Tool/Doc: a. Comp[illegible]d copies

B GENERAL OFFICE SKILLS

B.1 Demonstrate the ability to answer the telephone and take phone messages.

Measures: a. Answer five telephone calls using good phone skills (i.e., good English, speaking clearly, politely...) and take messages with 100% accuracy (to include names and telephone numbers of the calling parties, time of day, date and who the message is for, and by whom it was taken). Phone skills must be rated as satisfactory by the (calling) evaluator.

Tool/Doc. a. Evaluators ratings of five calls, telephone messages.

DRAFT

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B.2 Demonstrate the ability to file and retrieve cards and documents in alphabetical, chronological and numerical order.

Measures: a. File a set of 25 documents in alphabetic order and within the letter in chronological order with no more than three misfilings in no less than minutes;

b. File 25 cards numerically with 100% accuracy in less than minutes; and

c; Given a list of 10 file names, retreive files from an alphabetical file with 100% accuracy in no less than minutes;and

d. Given a list of 10 numbers, retreive cards from a numerical file with 100% accuracy in no less than minutes.

Tool/Doc: a. Trainer's documentation of correct filing and time taken

b. Trainer's documentation of correct filing and time taken

c. Trainer's record of documents retrieved and time taken

d. Trainer's record of cards retrieved and time taken

……

B.3 Demonstrate the ability to utilize a cross referenced filing system.

Measures: a. Given ten documents to be cross referenced, prepare a list of those documents with the cross reference notation following each entry neatly, legibly and with 100% accuracy; and

b. Given a cross reference list of five entries, correctly locate the five references with 100% accuracy.

DRAFT

Tool/Doc: a. Cross reference list

b. Trainer's documentation of correct location of documents

……

C BASIC BOOKKEEPING SKILLS
C.1 Describe the basic accounting system.

Measures: a. Given 25 financial items and their descriptions, classify each as an asset, a liability or as capital (owner's equity) with 80% accuracy;

b. State the fundamental bookkeeping equation and, given 10 sets of two elements, calculate the value of the missing element neatly, legibly and with 100% accuracy;

c. State three basic variations of a transaction's potential effects on accounts neatly and with 100% accuracy;

d. Given a series of accounting terms related to starting an accounting system, match each to its definition with 100% accuracy; and

e. Given 8 financial items and the name of a company, prepare a beginning balance sheet for that company neatly, legibly and with 100% accuracy.

Tool/Doc: a. Financial items classification worksheet

b. Bookkeeping equation worksheet

c. Statement of transactions' effect on accounts

d. Definitions worksheet

e. Balance sheet

……

C.2 Divide transactions into their debit and credit parts.

Measures:
a. Analyze a series of transactions shown on T accounts and sort the entries into debits and credits with with 100% accuracy;

b. Given 3 lists of account balances for different clients, open a ledger of T-accounts for each client (including T accounts for their creditors), and use the fundamental bookkeeping equation to demonstrate that debits equal credits;

c. State the three rules of debits and credits with 100% accuracy, and show each rule on a T account neatly, legibly and with 100% accuracy; and

d. Given an account, calculate its balance and identify the side on which it should be shown with 100% accuracy.

e. Identify and classify accounts affected by transactions with 100% accuracy.

Tool/Doc:
a. T accounts worksheet

b. Proving equality worksheet

c. Written statement of rules and T account depictions

d. Account balance worksheet

e. Account classification worksheet

DRAFT

……

C.3 Define the terms related to recording and posting opening entries in journals.

Measures:
a. Given the terms related to recording and posting opening entries, match them to their definitions with 100% accuracy.

Tool/Doc:
a. Opening entries definitions worksheet

……

C.4 Journalize business transactions.

Measures:
a. Given a series of incomplete sentences, fill in the blanks to complete each to state the five rules of

journalizing, and the rules of how accounts' increases and decreases are shown by debits and credits. The sentences should be completed neatly, legibly, and with 100% accuracy in spelling and content;

b. Given five source documents or their fascimiles, record those transactions in a multi-column general journal neatly and legibly and with 100% accuracy in entries and spelling;

DRAFT

Tools/Doc: a. Journalizing fill-in worksheet

b. General journal page

……

C.5 Post to the general ledger.

Measures: a. Arrange a series of accounts for a small business in a chart of accounts neatly, legibly and with 100% accuracy in spelling;

b. Given a general journal page and a series of account numbers, post the entries to the appropriate ledgers neatly, legibly and with 100% accuracy in spelling, format and entry content; and

c. Given a completed general journal page, locate the matching ledger entry for each item on the journal page with 100% accuracy.

Tool/Doc: a. Chart of accounts

b. Ledger pages

c. Trainer's documentation after demonstration

……

C.6 Prepare trial balances, and demonstrate the ability to locate errors within them.

Measures: a. From a ledger of simple T-accounts, pencil-foot each ledger to find the balance of each account and prepare a trial balance sheet neatly, legibly and with 100% accuracy in computation, format and entries; and

b. Given a series of transactions, record them in a general journal, post them to the ledger accounts, foot the ledger accounts and prepare a trial balance sheet neatly, legibly and with 100% accuracy in computation, format and entries;

c. Given 5 trial balance sheets, locate the 3 sheets containing errors, find and correct the errors with 100% accuracy; and

d. From a series of statements, identify those statements which describe errors that would not show up on a trial balance with 100 % accuracy.

Tool/Doc:
a. Trial balance sheet
b. Trial balance sheet
c. Corrected trial balance sheets
d. Trial balance worksheet

....

C.7 Prepare a trial balance, income statement and balance sheet on a six column work sheet.

Measures:
a. Given a series of incomplete statements about six column work sheets, fill in the blanks neatly, legibly and with 100% accuracy;

b. Given a ledger of simple T accounts, prepare a trial balance, income statement and balance sheet on a six column work sheet neatly, legibly and with 100% accuracy in format, computation and entries; and

c. Given a series of ledger pages, prepare a trial balance, income statement and balance sheet on a six column work sheet neatly, legibly and with 100% accuracy in format, computation and entries.

Tool/Doc:
a. Worksheet fill-in
b. Six column work sheet
c. Six column work sheet

DRAFT

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C.8 Prepare financial statements from six column work sheets.

Measures: a. Complete an income statement from a six column work sheet neatly, legibly and with 100% accuracy in format and entries;

b. Complete a capital statement from a six column work sheet neatly, legibly and with 100% accuracy in format and entries; and

c. Complete a balance sheet from a six column work sheet neatly, legibly and with 100% accuracy in format and entries.

Tool/Doc: a. Income statement

b. Capital statement

c. Balance sheet

DRAFT

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C.9 Close the ledger.

Measures: a. Given a series of statements about closing out accounts, number them in the order that the accounts should be closed with 100% accuracy;

b. Given a general journal sheet, post the closing entries for each account neatly, legibly and with 100% accuracy in format and entries;

c. Given a series of incomplete statements, fill in the blanks to complete the steps for balancing and ruling balance sheet accounts neatly, legibly and with 100% accuracy;and

d. Given a series of ledger sheets, balance and rule each, and prepare a post-closing trial balance neatly, legibly and with 100% accuracy.

Tool/Doc: a. Closing worksheet

b. Ledger sheets

c. Balancing and ruling worksheet

d. Ledger sheets and post-closing trial balance

……

D CASH SYSTEMS AND CHECKING ACCOUNTS

D.1 Conduct bank transactions.

Measures:

a. Given the necessary information, prepare 5 bank deposit slips neatly, legibly and with 100% accuracy in spelling, computation and entries;

b. Given facsimiles of endorsements, match each with its type of endorsement, and what that endorsement means with 100% accuracy;

c. Given the necessary information, complete 5 checks and their stubs in written and typed forms neatly, legibly and with 100% accuracy in format, spelling, computation and entries; and

d. Post the check amounts in the general journal and appropriate account ledgers neatly, legibly and with 100% accuracy in format and entries.

e. Prepare deposit by bundling bills(or their facsimiles), wrapping coins and endorsing checks neatly and with 100% accuracy;

DRAFT

a. Deposit slips

b. Endorsement worksheet

c. Checks and stubs

d. General journal and account ledgers

e. Wrapped coins and bundled bills

....

D.2 Reconcile bank statements.

Measures:

a. Given a bank statement, record bank service charges in a cash journal neatly, legibly and with 100 accuracy in format and entries;

b. Correctly state the three reasons that a depositor's check stub balance and the bank statement may not agree; and

c. Given a check stub balance and a bank statement, prepare a bank reconciliation statement in written and typed versions neatly, legibly and with 100% and with 100% accuracy in format, computation and entries.

Tool/Doc: a. Journal page

b. Statement of reasons

c. Bank reconciliation statements

DRAFT

……

D.3 Establish a petty cash fund using a voucher system.

Measures: a. Given 5 sets of 10 bills (or facsimiles) in 5 denominations and 20 coins in five denominations, correctly count each set;

b. Given 5 requests for money, count out the bills and coins to correctly match each request;

c. Prepare 5 vouchers and 5 cash receipts in written and typed versions neatly, legibly and with 100% accuracy in spelling, format and calculations;

d. Given a cash payments journal, establish and replenish a petty cash fund; and

e. Given 5 sets of vouchers and cash amounts, match each set against a given petty cash fund amount to prove the cash or determine whether and the extent to which the petty cash funds may be short or over with 100% accuracy.

Tool/Doc. a. Counting cash worksheet

b. Requesting cash worksheet

c. Vouchers and receipts

d. Petty cash fund journal

e. Petty cash fund worksheet

……

E ACCOUNTS PAYABLE AND ACCOUNTS RECEIVABLE

E.1 Journalize purchases in a purchases journal and post to subsidiary ledgers.

Measures: a. Classify a series of accounts related to purchases and post them in a purchases journal neatly, legibly and with 100% accuracy in format and entries;

b. Given a purchases journal page, post the entries into subsidiary accounts payable ledgers neatly, legibly and with 100% accuracy in format and entries; and

c. Given subsidiary accounts payable ledger sheets, prepare a schedule of accounts payable neatly, legibly and with 100% accuracy.

Tool/Doc: a. Purchases journal page

b. Accounts payable ledger pages

c. Schedule of accounts payable

……

D.5 Journalize cash payments in a cash disburesments journal and post to subsidiary accounts payable ledgers.

Measures: a. Given a check stub record, open a cash disbursements journal and record each transaction, placing a checkmark next to any entry that is not to be posted seperately. The journal should be neat, legible and 100% accurate in format and entries;

b. Given a partially completed disbursements ledger page, post the transactions to accounts payable ledgers and summarize the journal neatly, legibly and with 100% accuracy; and

c. Given a partially completed disbursements ledger page, determine which accounts still need to be posted with 100% accuracy.

DRAFT

Tool/Doc: a. Cash disbursements page

b. Subsidiary accounts payable ledger pages

c. Cash disbursements page with non-posted items circled

……

E.4 Journalize sales and cash receipts in a cash receipts journal and post to subsidiary ledgers.

Measures: a. Given a set of sales invoices, open a cash receipts journal and journalize the transactions neatly, accurately and with 100% accuracy;

b. Given a [illegible]h receipts journal, post the subsidiary accoun[illegible]ivable ledgers and summarize the journal neatly, legibly and with 100% accuracy;

c. Given subsidiary accounts receivable ledgers, prepare a shedule of accounts receivable neatly, accurately and with 100% accuracy;

d. Given source documents, enter each transaction into an expanded four column cash receipts journal neatly, legibly and with 100% accuracy.

Tool/Doc: a. Cash receipts journal page

b. Subsidiary accounts receivable ledger pages

c. Schedule of accounts receivable

d. Four column cash receipts journal page

DRAFT

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F PAYROLL AND PAYROLL TAXES

F.1 Prepare and record employee payrolls.

Measures: a. Given 10 time cards and pay rates, calculate and list each employee's earnings neatly, accurately and with 100% accuracy;

b. Given 10 employees' earnings, determine each employee's payroll income tax and FICA deductions listing them neatly, legibly and with 100% accuracy;

c. Given the employees' time cards prepare a semi-monthly payroll neatly, legibly and with 100% accuracy;

d. Given the employees' time cards, prepare a payroll register neatly, legibly and with 100% accuracy;

e. Given a series of time cards for an employee, prepare an employee's earnings record neatly, legibly and with 100% accuracy; and

f. Given a payroll register, prepare check fascimiles (with stubs) in written and typed versions neatly, legibly and with 100% accuracy.

Tool/Doc: a. Earnings worksheet

b. Payroll income tax and FICA worksheet

c. Semi-monthly payroll

d. Payroll register

e. Employee's earnings record

f. Payroll checks (including stubs)

....

F.2 Prepare payroll tax forms for submission to state and federal governments.

Measures: a. Given a payroll, journalize the payroll in a cash payments journal neatly, accurately and with 100% accuracy;

b. Post payroll entries from a cash payments journal neatly, legibly and with 100% accuracy;

c. Given 5 employers' payrolls, calculate and list each employer's payroll taxes neatly, legibly and with 100% accuracy;

d. Journalize an employer's payroll taxes in a general ledger neatly, legibly and with 100% accuracy;

e. Post an employer's payroll taxes entry from a general journal neatly, legibly and with 100% accuracy;

f. Prepare 5 employers' quarterly federal tax returns (Form 941) in written and typed versions neatly, legibly and with 100% accuracy;and

g. Journalize payment of liabilities for withholding and payroll taxes in a cash payments journal neatly, legibly and with 100% accuracy.

Tool/Doc: a. Cash payments journal page

b. Payroll ledger pages

c. Payroll taxes worksheet

d. General ledger page

e. Payroll tax ledger page

f. Form 941s

g. Cash payments journal page

DRAFT

....

G.1 Complete data entry forms for an automated accounting system.

Measures:

a. Assign account numbers to accounts in general ledger neatly, legibly and with 100% accuracy;

b. Prepare a chart of accounts setup form with 90% accuracy;

c. Prepare financial statement setup forms with 90% accuracy;

d. Analyze a systems flowchart to correctly list the steps that an automated accounting system will follow. List should be neat, legible and 75% accuracte; and

e. Prepare a journal entry transmittal for an opening entry neatly, legibly and with 100% accuracy.

DRAFT

Tool/Doc:

a. List of account numbers

b. Printout of chart of accounts

c. Printout of financial statement

d. List of steps

e. Journal page

....

G.2 Make basic recording entries to an automated accounting system using a CRT.

Measures:

a. Given data for a chart of accounts and for a financial statement, enter data using a CRT with 100% accuracy;

b. Retreive accounts receivable, accounts payable and general ledger data using a CRT with 100% accuracy; and

c. Given a set of written instructions, manipulate the data in the accounts receivable, accounts payable and general ledger files.

Tool/Doc:

a. Chart of accounts printout

b. Printouts of accounts receivable, accounts payable

SOUTH FLORIDA EMPLOYMENT AND TRAINING CONSORTIUM
225 N.E. 34th Street, 2nd Floor, Miami, Florida 33137 • (305) 579-3519

Item 13 D.

FY 1982 BENCHMARKS FOR

SECRETARY, CLERK TYPIST, GENERAL CLERK, RECEPTIONIST

MEMBERS Dale G. Bennett, City of Hialeah • Howard Gary, City of Miami • Harold Toal, City of Miami Beach • Kermit Lewin, Monroe County • M.R. Stierheim, Dade County
EXECUTIVE DIRECTOR Charlotte Gallogly

BENCHMARK NUMBER	ELEMENT	BENCHMARK	SECRETARY	CLERK TYPIST	CLERK, GENERAL	RECEPTIONIST	TRAINING STANDAR
6.	Numerical Filing	Given 25 documents to be filed, the participant will file the documents using the numeric method, with no more than three documents misfiled.	X	X	X		3c
7.	Geographical Filing	Given 25 documents to be filed, the participant will file the documents using the geographic method with no more than three documents misfiled.	X	X	X		3c
8.	Subject Filing	Given 25 documents to be filed, the participant will file the documents using the subject method, with no more than three documents misfiled.	X	X	X		3c
9.	Cross Reference Documents	Given ten documents, some of which have to be cross referenced, the participant will cross reference those documents by preparing cross reference sheets with 100% accuracy.	X	X	X		3c
10.	Information Retrieval	Given ten requests for information from the files, the participant will retrieve the necessary documents from the file and provide the information necessary in written form. Nine out of ten information retrieval requests must be retrieved with 100% accuracy.	X		X		3c

BENCHMARK NUMBER	ELEMENT	BENCHMARK	SECRETARY	CLERK TYPIST	CLERK, GENERAL	RECEPTIONIST	TRAINING STANDARD
	BUSINESS ENGLISH VOCABULARY						
20.	**Spelling**	Given 20 commonly used misspelled words, orally, the participant will spell the words. 60% accuracy is required for clerk/clerk-typist, and 80% accuracy for secretarial trainees.	X	X	X	X	C
21.		Given 20 words orally and a dictionary, the participant will use the dictionary to determine the correct spelling without errors.	X	X	X	X	C
22.	Punctuation	Provided a one page typed copy containing five punctuation errors, the participant will identify and correct three out of five (60%) errors for a clerk/clerk-typist trainee, and four out of five (80%) errors for a secretarial trainee.	X	X	X	X	C

BENCHMARK NUMBER	ELEMENT	BENCHMARK	SECRETARY	CLERK TYPIST	CLERK, GENERAL	RECEPTIONIST	TRAINING STAN
	OFFICE MACHINES						
23.	Adding And Calculating Machines	Given five tasks (adding, subtracting, dividing, multiplying and percents), the participant will be able to perform the tasks with an 80% accuracy rate.	X	X	X		3c
	STENOGRAPHIC ACTIVITIES						
24.	Transcribing From Recorded Media	Given a transcribing machine and dictation containing four average length business letters, the participant will be able to transcribe the recorded materials. Three out of four letters must be completed within 45 minutes to the evaluator's satisfaction. All items on the evaluator's checklist must receive a satisfactory rating.	X				3c
25.	Take & Transcribe Shorthand Dictation	Given five unpreviewed letters containing common business vocabulary dictated at 80 WPM, the participant will be able to transcribe all letters in a correct letter style. Transcription speed must be at the rate of 30 WPM, and the participant will be able to produce four mailable letters, as determined by the evaluator.	X				3c
27.	Compose Correspondence	Given three situations requiring communication through business letters, the participant will compose an appropriate business letter for each case to the satisfaction of the evaluator. All items on the evaluator's checklist must be rated satisfactory	X				3c

BENCHMARK NUMBER	ELEMENT	BENCHMARK	SECRETARY	CLERK TYPIST	CLERK, GENERAL	RECEPTIONIST	TRAINING STAN
	INSPECTING AND EVALUATING						
28.	Edit & Review	Given one business report and two business letters in need of revision, the participant will be able to review and edit each item to the satisfaction of the evaluator. All items on the evaluator's checklist must receive a satisfactory rating.	X				3c
29.	Inspect, Verify & Correct All Data	Given documents, business papers and records, some which contain errors, the participant will be able to inspect and verify accuracy of the numerical and written work and correct the errors. At least 90% of the errors must be detected and corrected.	X				3c
	COMPUTATIONAL CLERICAL ACTIVITIES						
30.	Complete Invoices	Given three blank invoices, customers' names and addresses, terms and items to be billed, the participant will complete the three invoices with 100% accuracy.			X		3c
31.	Completion of Monthly Statement For Customers From Invoices	Given 25 unpaid invoices and statement forms, the participant will be able to prepare a monthly statement for each customer with 100% accuracy.			X		3c
32.	Completing Monthly Statement For Customer From Ledger Sheets	Given 15 customer ledger sheets and statement forms, the participant will be able to prepare a monthly statement for each customer with 100% accuracy.			X		3c

BENCHMARK NUMBER	ELEMENT	BENCHMARK	SECRETARY	CLERK TYPIST	CLERK, GENERAL	RECEPTIONIST	TRAINING STANDAR
33.	Write Checks	Given check records, blank check forms and five bills to be paid, the participant will complete the check records and write the checks neatly and with 100% accuracy.	X	X	X		3c
34.	Deposit Checks in Bank or Cashier's Office	Given a bank deposit slip, ten checks, currency and coins, the participant will, with 100% accuracy, prepare the deposit slip and deposit it in the bank or cashier's office.	X		X		3c
35.	Compute Cash Discounts	Given 25 invoices with varying cash discount terms and a calculator, the participant will be able to compute the allowable cash discounts and the net amount of the invoice with 90% accuracy.			X		3c
	BOOKKEEPING AND ACCOUNTING ACTIVITIES						
36.	Petty Cash Accounts	Given a petty cash fund, petty cash transaction, vouchers and a petty cash journal, the participant will be able to prepare vouchers and record transactions with 100% accuracy.	X		X		3c
37.	Reconcile Bank Statements	Given a bank statement, cancelled checks, previous monthly bank reconciliation statement, check stubs or check register, cash ledger sheet and record of deposits, the participant will be able to reconcile the bank statement with 100% accuracy. If any statement cannot be reconciled, participant will be able to solve the problem so that reconciliation can take place.	X				3c

BENCHMARK NUMBER	ELEMENT	BENCHMARK	SECRETARY	CLERK TYPIST	CLERK, GENERAL	RECEPTIONIST	TRAINING STANDARD:
	COORDINATING AND PREPARING ACTIVITIES FOR EMPLOYERS						
38.	Preparing a Day's Schedule	Given an office situation requiring the preparation of a day's schedule for a five day period, the participant will be able to prepare a schedule for each day to the evaluator's satisfaction. All items on the evaluation checklist must receive a satisfactory rating.	X				3c
39.	Schedule Employer Trips	Given a situation where the employer must go on a trip, the participant will be able to prepare an itinerary and make the necessary travel arrangements to the evaluator's satisfaction. At least nine out of the ten items on the evaluator's checklist must be rated satisfactory.	X				3c
40.	Employer Business Expense Statements	Given receipts and other information relevant to an employer's business trip expense, the participant will be able to prepare a business expense statement with 100% accuracy.	X				3c

COURSE TITLE(S)

EXAMPLES OF
ACTIVITIES AND/O
EXPERIENCES

Item 13 E.

J. MANUAL/PERCEPTUAL SKILLS

1. CONSTRUCTS, FABRICATES AND/OR ASSEMBLES MATERIALS
   (e.g. wood and metal shop projects; art and theatre constructions; sewing projects)

2. USES SPECIFIC HAND TOOLS AND INSTRUMENTS
   (e.g. drafting and drawing tools; laboratory equipment; shop tools)

3. DEVELOPS VISUAL PRESENTATIONS
   (e.g. charts, designs, drawings, illustrations)

4. MASTERS KEYBOARD SKILLS
   (e.g. typewriter, calculator, computer keyboards)

5. OPERATES POWER EQUIPMENT
   (e.g. electric typewriter; calculator; computers; cooking equipment; registers; soldering/welding equipment; sewing machines)

Item 13 F.

CERTIFICATION OF SKILL COMPETENCY

This certifies that Doe, Jane (Name) has successfully completed skill training in Dental Assistant (Vocational skill area) and prepared for employment at an entry-level position.

Curriculum established and training done by:

☐ On-the-job training contract with:

Employee's Name

Address

☒ Formal skill training at:

Institution's Name Pensacola Junior College

Address 5000 College Blvd., Pensacola, Fl

☐ Other service site offering approved skill training:

Name

Address

A copy of the curriculum's benchmarks are attached.

CERTIFIED BY: Ivan U. Cummings

TITLE: Counselor

CERTIFICATION DATE: 1/23/80

SKILL TRAINING INFORMATION SHEET

Participant's Name Doe, Jane SS# 141-14-4141

Vocational Skill Area Dental Assistant

Service Site Pensacola Junior College

Address 5000 College Blvd., Pensacola, Fl

Date of Entry 2/14/79 Completion Date 1/21/80

Benchmarks:

1. Successful performance of general office procedures.
2. Successful performance of the accounting and financial procedures.
3. Successful operation of dental equipment.
4. Successful performance of general chairside procedures.
5. Successful performance of dental laboratory duties.
6. Successful performance of x-ray procedures.
7. Successful performance of expanded functions.
8.
9.
10.

CERTIFICATE OF COMPETENCIES

ACHIEVEMENT

This is to certify that Paul Participant has completed 800 hours of on-the-job training as a Building Maintenance Worker.

The job competencies achieved are identified on the back of this certificate.

Awarded this 28th day of September, 1984.

Susan Supervisor
Supervisor

Gina Generalist
JTPA Staff

Donald Director
Director

The following job competencies were achieved:

1. Paul can identify and safely use the following hand tools: Paint spray guns, hammers, saws, pliers, wrenches, wire cutters, screw drivers, and paint brushes.
2. He can identify and safely operate the following power tools: a router table saw, drill presses, hand circular saws, power hand drills, lathes, sabre saws, jig saws, band saws, belt sanders and radial arm saws.
3. Paul has demonstrated competency in basic electricity by installing and replacing fixtures and switches and inspecting and repairing heating and cooling systems.
4. His carpentry competencies include performing measurements, repairing doors, windows, plaster and woodwork, building simple structures and painting.
5. His basic plumbing competencies include working with galvanized and copper waterpipe, replacing washers and valves, unclogging drains, and replacing and repairing leaky pipes, faucets and toilets.

These work habits and attitudes were also demonstrated: (Check those that apply)

(✓) Shows responsibility and dependability in attendance, punctuality and performing assigned tasks.

(✓) Plans and organizes job responsibilities.

(✓) Shows willingness to work and develop more advanced skills.

(✓) Accepts guidance, criticism and assignments willingly.

(✓) Demonstrates ability to communicate effectively as required to perform job duties.

(✓) Maintains proper and constructive relationships with others.

Item 13 H.

2. Task Documentation

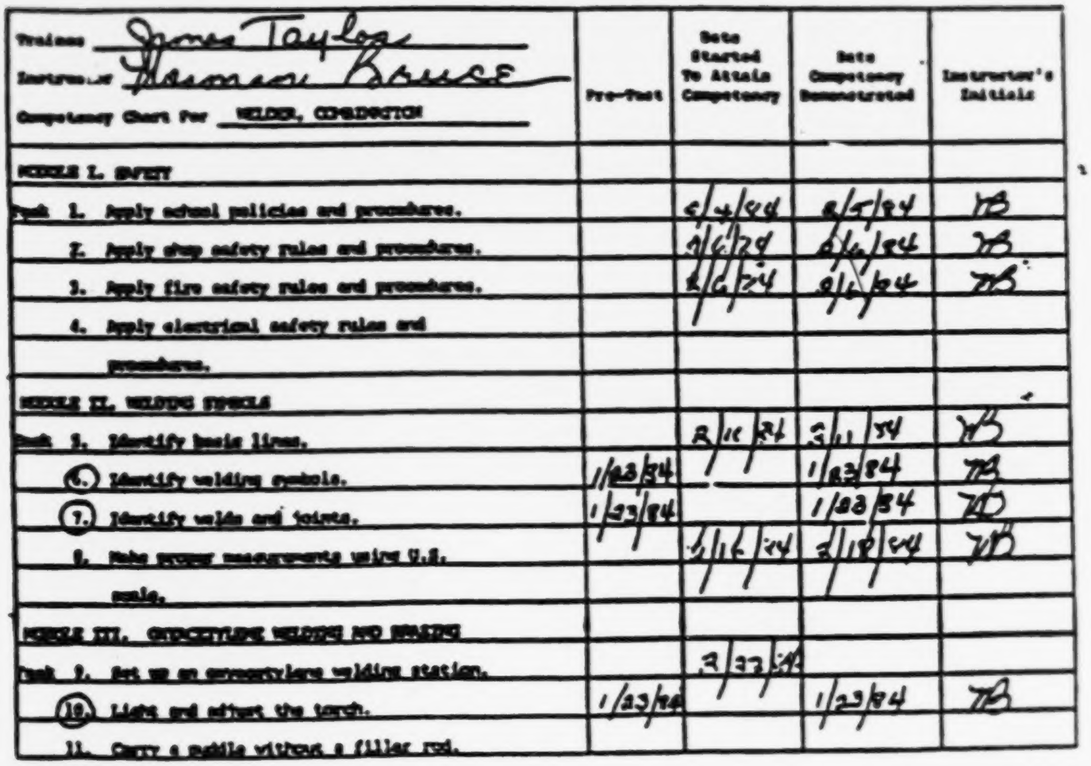
All tasks that are not documented as completed during the pre-test procedure become a part of the Trainee's Individualized Plan of Instruction.

a. A trainee is assigned appropriate tasks in a sequence designed by the instructor. The date that a task is assigned is noted on the Competency Chart in the Date Started to attain Competency column. When the task is successfully completed, according to the criteria described in the Performance Objective, the Instructor will place a date in the Date Competency Demonstrated column and initial the Instructor's Initial column. This act documents completion of the specified task (See Example B).

b. This procedure will be followed until all tasks in the Trainee's Competency Chart are completed. The completion of the Competency Chart is documentation of the successful attainment of skills in the Trainee's chosen Vocational Program (See Example A).

EXAMPLE A

COMPETENCY CHART



Trainee James Taylor Instructor Thomas Bruce Competency Chart For WELDER, COMBINATION	Pre-Test	Date Started To Attain Competency	Date Competency Demonstrated	Instructor's Initials
MODULE I. SAFETY				
Task 1. Apply school policies and procedures.		8/4/84	8/5/84	TB
2. Apply shop safety rules and procedures.		8/6/84	8/6/84	TB
3. Apply fire safety rules and procedures.		8/6/84	8/6/84	TB
4. Apply electrical safety rules and				
procedures.				
MODULE II. WELDING SYMBOLS				
Task 5. Identify basic lines.		8/11/84	3/1/84	TB
⑥ Identify welding symbols.	1/23/84		1/23/84	TB
⑦ Identify welds and joints.	1/23/84		1/23/84	TB
8. Make proper measurements using U.S.		3/16/84	3/18/84	TB
scale.				
MODULE III. OXYACETYLENE WELDING AND BRAZING				
Task 9. Set up an oxyacetylene welding station.		3/23/84		
⑩ Light and adjust the torch.	1/23/84		1/23/84	TB
11. Carry a puddle without a filler rod.				

STEP FORM 11 CTD
January, 1984

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